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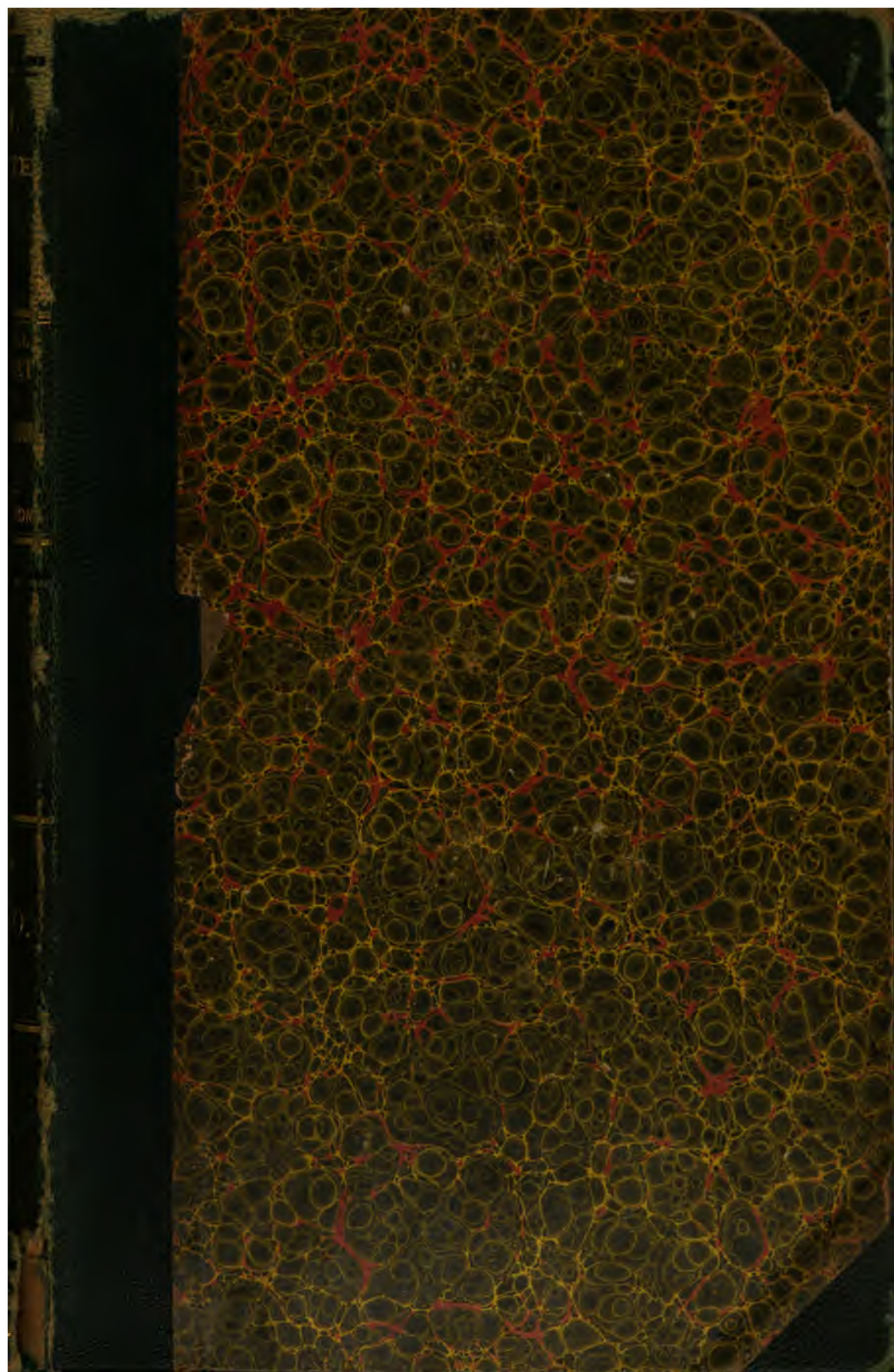
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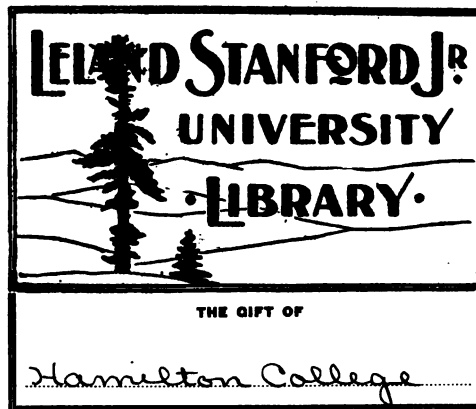
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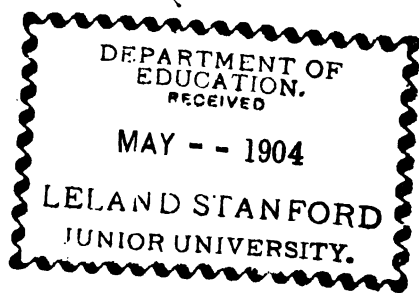
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TWENTY-SIXTH

ANNUAL REPORT

OF THE

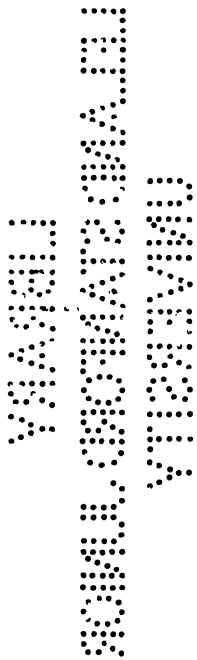
Superintendent of Public Instruction

OF THE

STATE OF NEW YORK.

TRANSMITTED TO THE LEGISLATURE JANUARY 7, 1880.

ALBANY:
WEED, PARSONS AND COMPANY.
1880.



STATE OF NEW YORK.

No. 11.

IN ASSEMBLY,

JANUARY 7, 1880.

TWENTY-SIXTH ANNUAL REPORT

OF THE

SUPERINTENDENT OF PUBLIC INSTRUCTION.

STATE OF NEW YORK :

DEPARTMENT OF PUBLIC INSTRUCTION, }
SUPERINTENDENT'S OFFICE, }
ALBANY, *January 7, 1880.* }

HON. GEORGE H. SHARPE,

Speaker of the Assembly :

SIR. — I herewith transmit to the Legislature the Twenty-sixth Annual Report of the Superintendent of Public Instruction, and the Documents accompanying the same.

Very respectfully, your obedient servant,

NEIL GILMOUR,

Superintendent of Public Instruction.

TWENTY-SIXTH ANNUAL REPORT
OF THE
SUPERINTENDENT OF PUBLIC INSTRUCTION.

STATE OF NEW YORK :
DEPARTMENT OF PUBLIC INSTRUCTION, }
ALBANY, *January 7, 1880.* }

To the Legislature of the State of New York :

The Superintendent of Public Instruction, in obedience to the requirements of law, respectfully submits the following

REPORT.

Although during the past year the attendance at the schools was a little less than during the year previous, on the whole the results are very satisfactory. The schools in the main are fulfilling well the mission for which they were established and are maintained: the preparation of the children of to-day to become good citizens of the future; for from our common schools those who are to take the places of all who are now doing life's work, must largely come. The present generation, the merchants, farmers, mechanics, professional men and those who take charge of governmental affairs, must soon cease their labors. One great object of our public school system is to so educate the youth that they shall be able and competent to fill the places now occupied by their fathers, and there is every reason to believe that this object is being attained. There are a few who object to educating the children at the public expense, "for," say they, "we have educated our own children; let others do the same." Those people forget that if their property and lives were threatened and in danger, they would not for one moment hesitate to call on the State for protec-

tion, and many of the very people to whom they would deny an education would be called on by the State to discharge this duty. The State has the undoubted right in times of peril to call on any of her citizens to protect her, and, this being true, it becomes the duty of the State to prepare her citizens in such a way as to best insure her preservation.

Nations perish on account of immorality, and the antidote therefor is education, physical, mental and moral. We have a government "of the people, by the people, and for the people." As our youth are being educated, they should be taught that when they become voters they will have a duty to perform toward their government, a duty which they will be called upon to discharge.

Then let us teach the scholars that, as citizens, it will be their duty to do all within their power, by their influence and work, to place in governmental positions the best men that the State affords. Sometimes it is said that those who now have charge of affairs of State are not equal to statesmen of former days; this I do not admit. I believe we have men in our day as good and great as any who have lived in former years. But, suppose that it is true that statesmanship has degenerated, how much greater, then, is the necessity for our very best men to interest themselves in affairs of government, and in the means used to secure the best possible results. Let the pupils become imbued with the idea and spirit that, as voters, who will hereafter select the officers of the government, they must never forget their duties as such—that no matter what may be their business or calling, they must ever remember that their great duty is to their government, and that they must spend time and influence in securing, by all proper means, the best men to fill the various offices.

If the duty of the citizen is to be forgotten or neglected because the man engages in any particular profession or business, then may we fear that the schools fail to accomplish all that is expected from them.

SCHOOL DISTRICTS.

The number of school districts in the towns of the State, on the thirtieth of September, was:

1878.....	11,270
1879.	11,280
Increase.....	10

SCHOOL-HOUSES.

The number of school-houses, with their classification according to the materials of which they are constructed, was as follows, at the close of the fiscal year:

1878.	Log.	Frame.	Brick.	Stone.	Totals.
Cities.....	..	54	368	9	431
Towns.....	84	9967	924	418	11,393
Totals.....	84	10,021	1,292	427	11,824

1879.	Log.	Frame.	Brick.	Stone.	Totals.
Cities .....	..	48	384	8	440
Towns.....	90	10,002	929	401	11,422
Totals	90	10,050	1,313	409	11,862

Their number and classification, as reported for the years 1869 and 1879, were as follows:

Years.	Log.	Frame.	Brick.	Stone.	Totals.
1869.....	151	9,894	1,140	518	11,703
1879.....	90	10,050	1,313	409	11,862
Increase.....	..	156	173	....	159
Decrease.....	61	...	...	109	...

COST AND VALUE OF SCHOOL-HOUSES AND SITES.

The amount expended during the last ten years for school-houses outbuildings, sites, fences, furniture and repairs is as follows:

Years.	Towns.	Cities.	State.
1870.....	\$1,079,160 61	\$891,418 27	\$1,970,578 88
1871.....	692,862 79	901,198 14	1,594,060 93
1872.....	1,110,144 14	878,779 04	1,988,923 18
1873.....	1,050,926 50	943,206 39	1,994,132 89
1874.....	1,146,008 79	816,189 21	1,962,198 00
1875.....	1,126,107 23	801,359 70	1,927,466 93
1876.....	1,006,100 37	774,042 91	1,780,143 28
1877.....	774,186 56	584,217 79	1,358,404 35
1878.....	757,937 17	605,492 40	1,363,429 57
1879.....	701,769 83	528,694 38	1,230,464 21
Totals.....	\$9,445,203 99	\$7,724,598 23	\$17,169,802 22

The aggregate value of school-houses and sites in 1870, and in each successive year, is shown to be as follows :

Years.	Cities.	Towns.	State.
1870.....	\$11,981,302	\$8,445,110	\$20,426,412
1871.....	14,606,903	8,861,363	23,468,266
1872.....	15,165,314	9,350,936	24,516,250
1873.....	16,767,026	10,429,394	27,196,420
1874.....	19,006,446	10,209,703	29,216,149
1875.....	19,385,033	10,543,593	29,928,626
1876.....	20,363,519	10,654,385	31,017,904
1877.....	19,937,978	10,448,270	30,386,248
1878.....	19,800,490	10,347,099	30,147,589
1879.....	19,895,244	10,117,335	30,012,579

The average value of school-houses and sites in the towns, in the same years, was :

Years.	
1870.....	\$744 34
1871.....	780 46
1872.....	823 65
1873.....	919 38
1874.....	899 05
1875.....	927 96
1876.....	935 08
1877.....	916 91
1878.....	908 19
1879.....	885 78

The average value of school-houses and sites in the cities, for 1879, was \$45,216.46.

CHILDREN.

The whole number of children between the ages of five and twenty-one years, as reported, was :

Years.	Cities.	Towns.	State.
1878.....	775,946	839,310	1,615,256
1879.....	792,749	835,978	1,628,727

ATTENDANCE.

The number of pupils attending the public schools, some portion of the school year, was 1,030,041.

The whole number in attendance in each of the last ten years, is shown in the following table :

Years.	Cities.	Towns.	State.
1870.....	409,477	616,970	1,026,447
1871.....	411,133	616,977	1,028,110
1872.....	409,272	614,858	1,024,130
1873.....	416,063	614,716	1,030,779
1874.....	438,049	606,315	1,044,364
1875.....	445,552	613,686	1,059,238
1876.....	449,049	618,150	1,067,199
1877.....	407,343	616,372	1,023,715
1878.....	416,468	615,584	1,032,052
1879.....	422,451	607,590	1,030,041

The whole number of days of attendance, for each of the last five years, was as follows :

Years.	Cities.	Towns.	State.
1875.....	45,644,081	51,286,813	96,930,894
1876.....	45,570,515	52,593,372	98,163,887
1877.....	48,324,446	53,055,752	101,380,198
1878.....	50,567,683	55,325,417	105,893,100
1879.....	51,916,598	54,061,265	105,977,863

The following statement shows the average daily attendance of pupils :

Years.	Cities.	Towns.	State.
1872.....	199,853	294,997	494,850
1873.....	203,697	295,772	499,469
1874.....	215,907	299,318	515,225
1875.....	226,980	304,855	531,835
1876.....	231,412	310,198	541,610
1877.....	244,236	315,301	559,537
1878.....	252,704	324,902	577,606
1879.....	255,558	314,824	570,382

The average time each pupil in the towns attended school was seventeen and eight-tenths weeks ; in the cities, twenty-four and six-tenths weeks.

COUNTIES AND CITIES.	1. Number of children over 5 and under 21 years of age, for each qualified teacher.	2. Whole number of children attending school any portion of the year, for each qualified teacher.	3. Average daily attendance per teacher.	4. Per cent. of average daily attendance on whole number of children between 5 and 21 years of age.	5. Per cent. of average daily attendance on whole number of children attending school any portion of the year.
Albany.....	79	49	24	30.38	48.98
City.....	175	67	42	24.00	62.68
Cohoes.....	171	85	42	24.56	49.41
Allegany.....	46	37	20	43.47	54.05
Broome.....	43	37	22	51.16	59.46
Binghamton.....	77	52	37	48.05	71.15
Cattaraugus.....	52	42	22	42.30	52.38
Cayuga.....	48	39	20	41.66	51.28
Auburn.....	96	50	39	40.62	76.00
Chautauqua.....	49	37	22	44.89	59.45
Chemung.....	52	40	21	40.38	52.50
Elmira.....	79	54	39	49.36	72.22
Chenango.....	36	30	17	47.22	56.66
Clinton.....	66	47	23	34.84	48.93
Columbia.....	63	45	21	33.33	46.66
Hudson.....	159	60	31	19.49	51.66
Cortland.....	40	32	17	42.50	53.12
Delaware.....	38	30	16	42.10	53.33
Dutchess.....	72	46	23	31.94	50.00
Poughkeepsie.....	103	66	36	34.05	54.54
Erie.....	74	47	23	31.08	48.93
Buffalo.....	126	56	34	26.98	60.71
Essex.....	53	41	21	39.62	51.21
Franklin.....	57	43	21	36.84	48.83
Fulton.....	64	46	24	37.50	52.17
Genesee.....	64	45	23	35.93	51.11
Greene.....	54	41	19	35.18	46.34
Hamilton.....	36	28	12	33.33	42.85
Herkimer.....	52	39	21	40.38	53.84
Jefferson.....	43	34	18	41.35	52.94
Watertown.....	65	42	28	43.07	66.66
Kings.....	136	71	37	27.20	62.11
Brooklyn.....	133	75	40	30.07	53.33
Lewis.....	48	35	17	35.41	48.67
Livingston.....	59	42	21	35.59	50.00
Madison.....	46	38	20	43.47	52.63
Monroe.....	69	49	25	36.23	51.02
Rochester.....	155	53	36	23.22	67.92
Montgomery.....	61	54	26	32.09	48.14
New York.....	127	71	43	33.85	60.56
Niagara.....	70	48	25	35.71	52.08
Lockport.....	90	62	37	41.11	59.67
Oneida.....	56	41	22	39.28	53.65
Utica.....	120	54	37	30.83	68.51
Onondaga.....	57	44	24	42.10	54.54
Syracuse.....	99	52	41	41.41	78.84
Ontario.....	57	44	24	42.10	54.54
Orange.....	90	52	21	36.25	55.76
Newburgh.....	115	65	44	38.26	67.69
Orleans.....	57	43	22	38.59	51.16
Oswego.....	53	43	22	41.59	51.16
City.....	134	64	44	32.83	68.75
Otsego.....	42	34	18	42.85	52.94
Putnam.....	63	46	22	34.92	47.82
Queens.....	110	61	31	28.18	50.81
Long Island City.....	115	75	47	40.86	62.66
Rensselaer.....	78	49	24	30.76	48.98
Troy.....	127	58	37	29.13	63.79
Richmond.....	144	79	39	27.08	49.36
Rockland.....	97	66	32	32.99	48.48
St. Lawrence.....	49	38	20	40.81	52.63
Ogdensburg.....	146	70	39	26.71	55.55

COUNTIES AND CITIES.	1. Number of children over 5 and under 21 years of age, for each qualified teacher.	2. Whole number of children attending school any portion of the year, for each qualified teacher.	3. Average daily attendance per teacher.	4. Per cent. of average daily attendance on whole number of children between 5 and 21 years of age.	5. Per cent. of average daily attendance on whole number of children attending school any portion of the year.
Saratoga	57	41	21	36.84	51.21
Bohenectady	55	39	19	34.54	48.71
City	111	58	40	36.03	68.96
Schoharie	47	37	19	40.42	51.35
Schuyler	43	34	19	44.18	55.88
Seneca	62	48	25	40.32	52.08
Steuben	53	40	21	39.62	52.50
Suffolk	75	52	28	37.33	53.84
Sullivan	63	48	20	31.74	43.47
Tioga	49	40	22	44.80	55.00
Tompkins	48	38	22	45.83	57.89
Ulster	98	63	28	30.10	44.44
Warren	55	39	18	32.72	46.15
Washington	50	40	20	40.00	50.00
Wayne	57	44	22	38.59	50.00
Westchester	101	56	30	29.69	53.57
Wyoming	47	37	20	42.55	54.05
Yates	49	39	21	42.35	53.84
Towns	59	43	22	37.28	51.16
Cities	128	68	41	32.03	60.29
State	80	51	28	35.00	54.90

SCHOOL TERMS.

The average length of school terms in the cities was forty-one and one-tenth weeks; in the whole State, thirty-five and eight-tenths weeks.

The following table shows the average length of time the schools were in session, in the towns, for each of the ten years mentioned :

Years.	Weeks.	Days.
1870	32	4
1871	32	4
1872	32	4
1873	32	4
1874	32	4
1875	32	4
1876	32	4
1877	33	1
1878	33	5
1879	33	5

INSTRUCTION.

The number of pupils instructed in the several common schools, normal schools, academies, colleges and private schools, during the year, was as follows:

Common schools.....	1,030,041
Normal schools.....	5,616
Academies.....	30,377
Colleges.....	3,468
Private schools.....	114,460
Law schools.....	622
Medical schools.....	2,457
Total.....	<u>1,187,041</u>

TEACHERS.

The whole number of teachers employed in the common schools was:

Years.	Males.	Females.	Totals.
1878.....	7,978	22,589	30,567
1879.....	8,164	22,505	30,669

The number reported as "employed at the same time for twenty-eight weeks or more," in each of the last five years, is given in the following table:

Years.	Cities.	Towns.	State.
1875.....	5,455	13,528	19,073
1876.....	5,648	13,694	19,342
1877.....	5,890	13,848	19,738
1878.....	5,988	13,960	19,948
1879.....	6,194	14,103	20,297

During a period of twelve years there has been an increase each year in the number of teachers employed for the full legal term of school. This exhibit is an evidence of an increasing interest in educational work, and is an encouragement to those desiring to engage in the profession of teaching.

TEACHERS' LICENSES.

The following statement shows by whom the teachers employed in the schools were licensed:

SUPERINTENDENT OF PUBLIC INSTRUCTION.

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	Normal Schools.	Supt. Pub. Inst.	Local Officers.	Totals.
1878.				
Cities.....	272	420	6,146	6,838
Towns.....	591	623	22,515	23,729
Totals.....	863	1,043	28,661	30,567
1879.				
Cities.....	355	418	6,255	7,028
Towns.....	536	710	22,395	23,641
Totals.....	891	1,128	28,650	30,669

TEACHERS' WAGES.

The amount expended for teachers' wages was :

Years.	Cities.	Towns.	State.
1872	\$3,316,926 27	\$3,640,529 49	\$6,957,455 76
1873	3,693,641 64	3,721,539 75	7,415,181 39
1874	3,880,536 24	3,720,982 49	7,601,518 73
1875	4,071,500 23	3,778,167 15	7,849,667 38
1876	3,220,033 27	3,745,771 24	7,965,804 51
1877	4,292,195 98	3,623,437 53	7,915,633 51
1878	4,240,294 30	3,516,550 01	7,756,844 31
1879	4,226,050 50	3,374,341 50	7,600,392 00

The average annual salary for each teacher, calculated from the foregoing statement, was :

Years.	Cities.	Towns.	State.
1872	\$691 03	\$274 63	\$385 33
1873	747 70	278 66	405 31
1874	741 26	278 38	408 57
1875	734 26	279 28	411 55
1876	740 09	273 73	411 83
1877	728 73	261 66	401 04
1878	708 13	251 90	388 85
1879	682 28	239 26	374 45

The average weekly wages was :

Years.	Cities.	Towns.	State.
1874	\$18 07	\$8 48	\$11 67
1875	18 04	8 51	11 72
1876	18 13	8 45	11 73
1877	17 43	7 90	11 23
1878	17 27	7 52	10 86
1879	16 60	7 14	10 45

DISTRICT QUOTA.

The "district quota" is determined annually, on or before the 20th of January, by dividing the aggregate amount apportioned for that purpose by the number of teachers employed during the previous year, in the several districts, for the prescribed legal term of twenty-eight weeks.

The amount paid as a "district quota" was:

Years.	
1875.....	\$48 56
1876.....	50 13
1877.....	50 80
1878.....	52 14
1879.....	48 42
1880.....	47 60

SUMMARY.

The following is a summary of the statistical reports for the year ending September 30, 1879. For a detailed statement, by counties, see table No. 4, in the appendix.

	Cities.	Towns.	State.
Number of districts.....	.....	11,280	11,280
Number of teachers employed at the same time for twenty-eight weeks or more.....	6,194	14,103	20,297
Number of children between 5 and 21 years of age.....	792,749	835,978	1,628,727
Number of male teachers employed.....	630	7,534	8,164
Number of female teachers employed.....	6,398	16,107	22,505
Number of children attending the common schools.....	422,451	607,590	1,030,041
Average daily attendance.....	255,558	314,824	570,382
Number of visitations by school commissioners.....	.....	17,120	17,120
Number of volumes in district libraries.....	153,994	601,386	755,380
Number of log school-houses.....	.....	90	90
Number of frame school-houses.....	48	10,002	10,050
Number of brick school-houses.....	384	929	1,313
Number of stone school-houses.....	8	401	409
Whole number of school-houses.....	440	11,422	11,862

PUBLIC MONIES.

The following table shows the receipts and payments on account of the Common School Fund during the year:

Receipts.

Balance in the treasury October 1, 1878.....	\$54,084 64
Interest on bonds for lands.....	11,705 58
Interest on bonds for loans.....	9,410 69
Interest on loan of 1840.....	3,060 20
Interest on U. S. stock....	17,063 20
Interest on Oswego city bonds.....	182 00
Dividends on Manhattan Company stock.....	3,500 00
Rent of land.....	12 00
Interest on money in the treasury.....	143,941 28
	<hr/>
	\$242,959 59
Amount transferred from U. S. Deposit Fund.....	165,000 00
	<hr/>
	<u>\$407,959 59</u>

Payments.

Dividends to common schools.....	\$245,600 00
School commissioners' salaries.....	89,364 27
Indian schools.....	5,027 28
Premium on stock purchased.....	27,493 75
Transferred to capital per chapter 272, Laws of 1879..	40,000 00
	<hr/>
	\$407,485 30
Balance in the treasury, September 30, 1879.....	474 29
	<hr/>
	<u>\$407,959 59</u>

FREE SCHOOL FUND.

The following table shows the receipts and disbursements on account of the State school tax for the last fiscal year:

Receipts.

Balance on hand October 1, 1878.....	\$225,821 65
Proceeds of tax	2,926,826 72
Interest on deposits	4,293 14
	<hr/>
	<u>\$3,156,941 51</u>

Payments.

Regular apportionment to counties.....	\$2,745,090 20
Supplementary apportionment	1,253 98
Normal school at Albany	18,136 47
Normal school at Brockport.....	17,381 36
Normal school at Buffalo	16,706 18
Normal school at Cortland	17,286 68
Normal school at Fredonia.....	18,378 75
Normal school at Geneseo	17,114 20
Normal school at Oswego	18,361 64
Normal school at Potsdam.....	17,436 20
Indian schools	3,304 04
Teachers' institutes.....	15,629 04
Fees of county treasurers.....	1,604 73
Balance on hand September 30, 1879.....	249,258 04
	<hr/>
	\$3,156,941 51
	<hr/>

This fund has been disbursed upon the warrant of the Superintendent of Public Instruction, countersigned by the Comptroller, and upon checks issued by the State Treasurer. The moneys belonging to the fund have been paid as the law directs. I have nothing further to say about the fund, except to call your attention again to the provisions of section 3, chapter 406, Laws of 1867.

STATEMENT OF ALL SCHOOL MONEYS RECEIVED AND APPORTIONED.

The State school moneys for the fiscal year ending September 30, 1880, are to be derived from the following sources:

From the Common School Fund	\$170,000 00
From the United States Deposit Fund	165,000 00
From the State School Tax.....	2,750,000 00
	<hr/>
	\$3,085,000 00
	<hr/>

The apportionment has been made, as required by law, and is as follows:

SUPERINTENDENT OF PUBLIC INSTRUCTION.

17

For salaries of school commissioners.....	\$89,600 00
For supervision in cities and villages.....	39,800 00
For libraries.....	50,000 00
For contingent fund, including \$109.60 for separate neighborhoods.....	919 31
For Indian schools.....	3,413 09
For district quotas.....	967,089 20
For pupil and average attendance quotas.....	1,934,178 40
	\$3,085,000 00

The following table is a summary of the financial reports relating to common schools, for the year ending September 30, 1879. For a detailed statement by counties, see appendix, table No. 5.

RECEIPTS.	Cities.	Towns.	State.
Amount on hand October 1, 1878	\$822,147 41	\$339,772 85	\$1,161,919 76
Apportionment of public moneys	1,220,340 41	1,766,731 44	2,987,071 85
Proceeds of gospel and school land	4 07	34,050 72	34,054 79
Raised by tax	4,471,688 05	2,243,430 21	6,715,168 26
Estimated value of teachers' board	131,074 15	131,074 15	131,074 15
From all other sources	109,704 44	179,499 33	289,203 77
Totals	\$6,623,884 38	\$4,694,608 20	\$11,318,492 58
PAYMENTS.			
For teachers' wages ..	\$4,226,050 50	\$3,374,341 50	\$7,600,392 00
For libraries ..	14,458 83	17,612 29	32,071 12
For school apparatus ..	146,257 95	29,551 36	175,809 31
For colored schools ..	46,648 66	7,030 79	53,679 45
For school-houses, sites, etc ..	701,789 83	528,694 38	1,230,484 21
For all other incidental expenses ..	820,202 66	426,992 83	1,256,195 49
Forfeited in hands of supervisors ..	306 50	306 50	306 50
Amount on hand September 30, 1879	659,495 95	310,078 55	969,574 50
Totals	\$6,623,884 38	\$4,694,608 20	\$11,318,492 58

By deducting from the totals, under the head of payments, the sums remaining on hand September 30, 1879, it appears that the actual expense of maintaining the common schools, during the year, was as follows :

In the cities.....	\$5,964,388 43
In the towns ..	4,384,529 65
Total.....	\$10,348,918 08
Corresponding total for 1878	10,626,505 69
Decrease	\$277,587 61

The total expenditures for the maintenance of our public schools in each year, from 1850 to the present time, is shown in the following table :

1850	\$1,607,684 85
1851	1,884,826 16
1852	2,249,814 02
1853	2,469,248 52
1854	2,666,609 36
1855	3,544,587 62
1856	3,323,049 98
1857	3,792,948 79
1858	*\$2,500,000 00
1859	3,664,617 57
1860	3,744,246 95
1861	3,841,270 81
1862	3,955,664 33
1863	3,859,159 21
1864	4,549,870 66
1865	5,735,460 24
1866	6,632,935 94
1867	7,683,201 22
1868	9,040,942 02
1869	9,886,786 29
1870	9,905,514 22
1871	9,607,903 81
1872	10,416,588 00
1873	10,946,007 21
1874	11,088,981 70
1875	11,459,353 43
1876	11,439,038 78
1877	10,976,234 45
1878	10,626,505 69
1879	10,348,918 08
Total.....	<u>\$193,447,969 91</u>

The following table shows the entire amount expended during the year for the maintenance of public educational interests, not including appropriations made to orphan asylums and other public charities in which instruction is given :

* Estimated.

For the wages of common school teachers.....	\$7,600,392 00
For district libraries.....	32,071 12
For school apparatus.....	175,809 31
For colored schools.....	53,679 45
For buildings, sites, furniture, repairs, etc	1,230,464 21
For other expenses incident to the support of com- mon schools.....	1,256,195 49
State appropriation for the support of academies ..	44,086 07
State appropriation for teachers' classes in academies,	28,952 72
For teachers' institutes.....	15,629 04
For normal schools.....	184,665 31
For Cornell University.....	31,600 00
For Elmira Female College.....	\$3,500 00
For Indian schools.....	9,250 18
For salaries of school commissioners.....	89,364 27
For Department of Public Instruction.....	21,695 00
For Regents of the University.....	10,719 27
For printing school registers.....	4,300 00
Total.....	\$10,792,373 44
Corresponding total for 1878.....	11,033,053 75
Decrease.....	\$240,680 31

DISTRICT LIBRARIES.

Our common school system having been organized with the school district, and not with the town or township as the unit, it naturally followed that when school libraries were established they should have been made, as they were, district libraries, and not town libraries. For many years these libraries served a good purpose, and they have always been liberally sustained by the State. But the day of their usefulness passed long ago. The State appropriations for their support have sometimes been diverted to other purposes — perhaps not illegitimate — and the local support which has been accorded to them, has been scanty, except in a few enterprising communities. Then too, it must be remembered, that the condition of affairs is far different now from the condition of things when district libraries were established in this State. Newspapers and periodicals have, to a certain extent, taken the place of local libraries. The circulation of these publications has so vastly increased, and the quality of the matter which is printed in them has so greatly improved within the last quarter of a century, that they seem to have taken the place in the

home and by the fireside, which was once held by the books drawn from the public library of the school district. This is not so much to be wondered at when we remember that comparatively few additions have been made to the school district libraries during the past twenty-five years, and that even such additions as have been made, have not always been selected with care.

Our school district library system is a conspicuous failure, and the sooner it is abolished or remodeled, the better it will be for those whom the law intends to benefit through appropriations of the public money. School libraries, except in cities and larger districts, must necessarily be too small to be of great practical value, and the appropriations for their support are not sufficient to maintain them in good condition. If they are to be maintained, I advise that they be consolidated and that town libraries be formed. I do not wish to be understood as undervaluing the influence of good books in the matter of the education of our youth. No matter how much the quality of the matter printed in our newspapers and periodicals may have improved since school libraries were established in this State, the fact still remains that our English classics and the works of standard authors who have written in foreign tongues, must be sought in books. Let us then have the books; but let us also place them before the young people in such a manner, in such quantities and selected with such fair discrimination as will give them the benefit of the advantages sought to be conferred upon them. The district library system can never accomplish this object, the town library system may.

TEACHERS' INSTITUTES.

Teachers' institutes are growing in favor; they were more popular during the past year than ever before. The attendance has been gradually increasing, and last year it was greater than during any previous year. The instruction given by those engaged in the work was of a valuable and practical character, and testimony is freely given that those teachers who attended received many valuable hints in reference to teaching, and taught better schools therefor. Each of the sessions was one week in length. Institutes were held as usual in fifty-eight counties, the law in reference thereto not applying to the county of New York, and Hamilton county is so situated that the teachers thereof can be better accommodated by attending the institutes in neighboring counties. An institute was also held at Ver-

sailles for the benefit of the teachers on the Allegany and Cattaraugus Indian Reservations.

The teachers in nineteen counties availed themselves of the privilege of a second institute of one week. Gradually the number of counties which hold two sessions instead of one is increasing. Experience proves that much greater benefit and better attendance are secured in two sessions of one week each than in one session of two weeks as formerly held. Although the attendance at the institutes last year was much larger than during the year previous, the total cost thereof was only a little more, and the average expense per teacher was much less. These institutes are well worth all they cost. Teachers who cannot attend institutions where instruction "in the science of common school teaching" is given, are afforded an opportunity at these institutes, although short in duration, of receiving new ideas in reference to their work. During the past year, as in former years, I visited many of the institutes and cheerfully bear testimony to the practical instruction given by the conductors and to the increased interest on the part of the teachers as well as the general public. Although the law requires that trustees shall pay teachers their wages while attending a session of a teachers' institute in the county where they are employed and occurring during the term for which they are engaged, some trustees are unwilling to comply with the law, and there are cases in which teachers do not wish to enforce their rights; if school commissioners were authorized to reimburse, out of the public moneys before apportioning the same, those districts which have paid the teachers their wages while attending the institute, I believe that the attendance would be greatly increased. In former reports I have made this recommendation and respectfully renew the same. For further information with reference to institutes, attention is called to the following table and also to the table in the appendix:

TEACHERS' INSTITUTES.

COMPARATIVE SUMMARY for the ten years ending December 31, 1879.

YEARS.	Number of coun- ties.	Number of in- stitutes.	Number of teach- ers in attend- ance.	Average number of teachers per county.	Average number of teachers per institute.	Per cent. of at- tendance on the whole number of teachers in counties where held.	Amount paid by the State.	Average expense per county.	Average expense per teacher.
1870	66	57	10,307	186	184	80.8	\$17,887 23	\$319 41	\$1 72
1871	57	58	10,413	183	180	80.0	17,177 12	301 35	1 65
1872	54	55	8,683	161	158	71.4	15,724 43	291 19	1 61
1873	55	55	9,864	179	179	80.0	14,930 79	271 47	1 51
1874	58	58	11,478	198	188	72.2	16,319 39	281 36	1 42
1875	58	58	10,933	188	188	67.0	16,207 89	279 44	1 48
1876	58	59	10,991	189	187	66.0	13,119 78	226 20	1 19
1877	58	59	11,892	205	201	70.4	13,019 84	224 48	1 09
1878	58	73	13,354	220	183	73.1	14,698 01	253 41	1 30
1879	58	78	14,569	251	186	84.2	14,838 22	255 67	1 01

INDIAN SCHOOLS.

I present herewith a statement showing the receipts and payments on account of Indian schools for the fiscal year.

Receipts.

Appropriation, chapter 29, Laws of 1878	\$5,000 00
Apportionment from Free School Fund	3,341 09
Special appropriation, Tonawanda reservation, chap. 252, Laws of 1878	500 00
Special appropriation, St. Regis reservation, chap. 252, Laws of 1878.....	500 00
Total.....	\$9,341 09

Payments.

Allegany and Cattaraugus reservations.....	\$4,079 29
Oneida and Madison reservations	461 60
Onondaga reservation	204 97
St. Regis reservation	806 89
St. Regis reservation, special appropriation.....	500 00
Shinnecock and Poospatuck reservations.....	678 09
Tonawanda reservation	872 29
Tonawanda reservation, special appropriation	418 86
Tuscarora reservation	516 61
Expenses of visitations	96 22
Overdrafts from previous year.....	566 47
Balance on hand September 30, 1879, regular appropriation and apportionment.....	58 66
Balance on hand September 30, 1879, special appropriation	81 14
Total.....	\$9,341 09

The number of children of school age, residing upon the reservations, is 1,620, of which number 1,262 attended school some portion of the year. The average daily attendance upon all the schools was 693.

INSTITUTIONS FOR THE INSTRUCTION OF THE DEAF AND DUMB.

For a great many years the State has recognized the obligation of providing, at the public expense, for the maintenance and education

of deaf-mute children. The charities of the State of New York have been broad in proportion to her abilities and resources, and it is possible that sometimes the good nature of the Legislature has been imposed upon in matters of charity. I can safely affirm, however, that the several institutions for the instruction of deaf-mutes have been performing their work thoroughly and efficiently, and that they have fairly earned the money which has been appropriated to them under the laws of the State. All of these institutions are subject to the visitation and general supervision of the Superintendent of Public Instruction, and all of them have been visited and thoroughly inspected during the past year. I bear cheerful testimony to the good work they are performing, and urge that the usual appropriations for their support — which are not greater than are actually needed — be made. The following statement shows the number of pupils who were under instruction in the several deaf and dumb institutions last year:

New York Institution (old).....	578
New York Institution (new).....	120
Buffalo Institution.....	115
Rome Institution.....	147
Rochester Institution.....	112
Fordham Institution.....	216
	<hr/>
	1,288

Of these pupils, five hundred and eighty-two were supported by the State of New York, three hundred and eighty-four by the counties from which they came, one hundred and twenty-two by the State of New Jersey, and two hundred by parents, guardians and friends.

The New York pupils between the ages of six and twelve years are supported by the counties from which they are appointed, except in those cases where the parents or guardians assume the entire charge, while those above the age of twelve are supported at the expense of the State. The State allowance for each pupil per annum, is \$250; and the sum of \$30 per annum, in addition, is required to be paid by the county from which the pupil is appointed, to be applied to providing clothing for those pupils whose parents or guardians are certified to be in indigent circumstances.

NEW YORK INSTITUTION FOR THE BLIND.

At the beginning of the school year, October 1, 1878, the number of State pupils in the New York Institution for the Blind was one hundred and seventy-five; the number received during the year was twenty-eight, and the number remaining in the institution at the close of the year, September 30, 1879, was one hundred and seventy-one.

The general health of the pupils has been good.

The usual course of instruction has been followed.

The same appropriation as was made at the last session of the Legislature is respectfully asked for the next fiscal year.

For further information I refer you to document (H) in the appendix.

NAUTICAL SCHOOL.

I respectfully call the attention of the Legislature to the report of the Chamber of Commerce of the State of New York, in reference to the annual examination of the Nautical School of the Port of New York, which is printed in the appendix.

EDUCATIONAL MEETINGS.

During the year 1879 the University Convocation held its annual meeting in the Assembly Chamber in Albany, commencing on the 8th day of July and continuing in session three days. The State Teachers' Association met at Penn Yan in July. The school commissioners and city superintendents held two conventions during the year, one at Ithaca in February, and the other at Auburn in December. Besides the reading and discussion of the usual papers, much time was spent on the unification question. If the advocates of this measure discussed the same because of an idea that there is any friction between the Regents of the University and the Department of Public Instruction, such idea should be corrected, for the utmost harmony and good feeling prevail between them.

TEACHERS' CLASSES IN ACADEMIES.

Under the provisions of chap. 425, Laws of 1877, the Regents of the University designated, during the calendar year 1879, one hundred and twenty academies and academic departments to give instruction "in the science of common school teaching." The law

conferring this authority fixes the rate of compensation at one dollar *per capita* per week for not less than ten weeks in classes of not less than ten scholars.

The attendance in these classes during the academic year 1878-9 was two thousand two hundred and sixty, of whom seven hundred and seventy-one were males and fourteen hundred and eighty-nine were females.

A list of the institutions designated to give such instruction will be found in the appendix, document (V).

INDUSTRIAL DRAWING AND COMPULSORY EDUCATION.

The reports in reference to chap. 322, Laws of 1875, being "An act relating to free instruction in drawing," show that the law is generally complied with in schools to which it is applicable. In some schools to which the law does not apply instruction is also given in this branch. In some schools special teachers are employed, while in others instruction is given by the regular teachers. The manner in which this law has been received by the public is in marked contrast with the act in reference to compulsory education. The latter act is, practically, a dead letter; statistics and reports show that if the act is to be enforced, it must be materially amended.

APPEALS.

Letters of inquiry and appeals from aggrieved parties have greatly increased within a few years. It has been suggested that the powers of this Department are too arbitrary. Whilst at first thought this may apparently be so, yet when it is remembered that many appeals are from matters trivial in themselves, and that the Department offers a speedy and inexpensive remedy, the wisdom of making the Department a court of final resort readily appears. This is far better than to put districts to long and expensive litigation in the courts.

SUPERVISION.

The school commissioners of the State in convention assembled have discussed the question of supervision of the schools. Although materially affecting their own interests, the fact is generally recognized by them, that preliminary qualifications should be required to render persons eligible to the office of school commissioner; that a candidate for the office should either be the holder of a State certifi-

cate, or be a graduate of a normal school or higher institution of learning, besides having had several years' successful experience in teaching. The school commissioner districts of the State vary largely in extent; the number of school districts therein ranges from fourteen, the lowest, to two hundred and eleven, the highest. It is evident that some of the commissioners have more schools under their jurisdiction than can properly be attended to by them. I respectfully recommend that action be taken by the Legislature to divide some of the largest school commissioner districts. In my judgment, supervision by the school commissioners is the best that the State has ever had, and preferable to any yet suggested. Let the system as it now exists be improved and rendered more effective, and in this way the character of the schools will be elevated.

TOWNSHIP SYSTEM.

The township system of schools still continues to be discussed. Under the provisions of chapter 222, Laws of 1879, the schools of Grand Island, Erie county, have been organized under this system. I am satisfied that it would promote educational interests, if it prevailed throughout the State; such also is the opinion of many prominent educators. I realize, however, the unwisdom of making sudden, radical changes in our educational system. I therefore suggest that the Legislature pass an act conferring upon the legal voters in towns the right to change from the school district system to the township system, and thus gradually bring about so desirable a result, in the event that it is deemed unwise to adopt at once the township system.

STATE CERTIFICATES.

Under the provisions of sec. 5, chap. 567, Laws of 1875, examinations of applicants for State certificates were conducted last year in pursuance of the following circular:

STATE OF NEW YORK:

DEPARTMENT OF PUBLIC INSTRUCTION,
SUPERINTENDENT'S OFFICE,
ALBANY, June 20, 1879. }

To School Commissioners and City Superintendents of Schools:

In pursuance of sec. 5, chap. 567, Laws of 1875, I have ordered that examinations of applicants for State certificates be held, com-

mencing on Tuesday, the 22d day of July, 1879, at 2 o'clock P. M., at the High School Buildings in Albany, Binghamton, Brooklyn, Buffalo, Elmira, Plattsburgh, Syracuse and Watertown.

Competent persons will be present to conduct the examinations, the results of which will be reported to me, and such of the candidates as have given satisfactory evidence of their learning, ability and good character, will receive certificates qualifying them to teach in any of the public schools of the State without further examination.

Candidates must be present at the beginning of the examination, produce testimonials of character, and must have at least three years' experience as teachers. They must pass a thorough examination in the following named branches: Reading, Spelling, Writing, Grammar and Analysis, Composition, Geography, Outlines of American History, Arithmetic, Elementary Algebra and Plane Geometry.* They will also be expected to have a general knowledge of Book-keeping, Rhetoric, the Natural Sciences, Linear and Perspective Drawing, General History, General Literature, Methods, School Economy, Civil Government and School Law.

The examinations will be open to candidates residing in any part of the State.

You will please notify such of the teachers under your jurisdiction as you may think would like to apply for State certificates, of the time and places of these examinations; and I will thank you to send, or cause to be sent to me, as early as possible, the names of persons who intend to be present thereat, and at what places.

Your obedient servant,

NEIL GILMOUR,

Superintendent.

It was the aim of the Department to have these examinations conducted at as many, and such places as would render it convenient for parties living in all parts of the State to attend.

The questions for examination were prepared by the institute instructors; and the examinations were conducted by them and other prominent educators.

The examinations in nearly all cases were both written and oral.

Forty-six candidates presented themselves, thirty of whom were recommended to the Department as suitable and competent persons

* In place of Geometry, candidates may offer themselves, if they choose, for examination in Latin, as far as three books of Cæsar.

to receive State certificates, and in pursuance of such recommendation, State certificates were issued.

These examinations continue to grow in favor, and there is reason to believe that many persons are now preparing themselves to attend the next examination which will be held some time during the summer vacation.

The following extracts indicate the general feeling of educators in reference to the manner in which State certificates are now issued :

The Albany committee, among other things, say : " Allow us to suggest that the limited number appearing is not wholly a matter of regret, but rather shows that it is well understood that excellent preparation only will obtain the boon. On the other hand, the fact that those who did appear evinced so high a grade of scholarship, is evidence of the high estimation in which the certificate is now held, and its eminent usefulness—elevating the standard of culture among the professional teachers of this State."

The Elmira committee report : " The committee desire to express their unqualified indorsement of the plan of granting State certificates only upon a fair examination, believing that it is an advance step in education in our State, and that it will greatly aid in elevating the teachers' profession."

The full reports of all the committees will be found in the appendix.

NORMAL SCHOOLS.

In every trade, the person who has served an apprenticeship, other things being equal, becomes a better workman than the one who has had no previous training. So the teacher who has taken a professional course, preparatory to entering the school-room, can discharge his duties far better than he otherwise would. Hence the reason for maintaining the State Normal schools, which were established for the express purpose of preparing teachers to discharge well their duties. Although it is an impossibility for the eight Normal schools to furnish graduates for the nearly 12,000 schools of the State, the fact remains, that wherever graduates of these schools do teach, sub-normal schools are practically established, from which persons imbued with professional zeal and training go to teach in other schools, and in this way the influence of the Normal schools permeates many of the schools of the State.

The Normal schools have been much discussed during the past few years; the report of the special legislative committee on Nor-

mal schools, submitted to the last Legislature, the reports of this Department, and the weight of public opinion are decidedly in favor of their continued maintenance. The work which they are doing is valuable, and their loss would be a serious blow to the cause of popular education. I respectfully recommend that the usual appropriations for their maintenance be made.

OUR SCHOOL SYSTEM AND ITS PRODUCTS.

I believe it will not be inopportune at this time to say a few words about our general system of public instruction, and to note some of its peculiarities. Its history has been written so often that I consider it unnecessary to repeat it in detail. When our common school system was established in the year 1812, the several towns were divided into school districts, and ever since then the school district has been the unit in our organization. Unlike several of our sister States, we have never had a genuine township system of public schools. In the year 1816, the Superintendent of Common Schools reported that there were in the State, 2,755 school districts and that the aggregate attendance of pupils therein was a trifle more than 140,000. In 1839, when the population of the State had increased to nearly two and a half millions, the number of school districts had increased to 10,583, and the aggregate attendance of pupils to nearly 529,000. The period of school age in those years was from five to sixteen years, and the length of a legal school year was three months.

During the past year as shown in another part of this report, the aggregate attendance of pupils in the common schools was upwards of 1,030,000. The period of school age embraces all between the ages of five and twenty-one years, and the length of the legal school year is twenty-eight weeks. Our population has nearly doubled since 1839, and it is safe to say, that the aggregate attendance upon the schools has nearly doubled, and safe to assume that each pupil attends on an average for nearly double the length of time pupils attended in the years last mentioned.

So far then, to say the least, the results are gratifying. If it could be demonstrated that the quality of the instruction imparted had also been greatly improved, little occasion would be left for fault-finding, or for adverse criticism of any kind. I do not know that it would be possible to demonstrate absolutely the truth of the proposition that our public schools have improved in efficiency in

the same proportion that the attendance upon them has increased. I do believe, however, and in this I think I shall be borne out by all who have paid attention to the history and the progress of our public schools, that they are in the main far better and far more useful than they were forty, or even twenty-five years ago; and especially is this true of the public schools in cities, large villages and other thickly populated communities. In most of those localities the public schools are thoroughly graded, the pupils are classified, competent teachers are employed to give instruction, a thorough system of supervision has been established, and the result has been that the public schools are the very best which exist in such localities. In most instances these improvements have been brought about within the last quarter of a century.

It is only fair in considering this question, to remember that the population of our cities and villages is more than one-half the population of the whole State. At least one-half of our people enjoy facilities for the education of their children at the public expense, which are not exceeded by those afforded by any other State in the Union, nor, as I believe, by any other country in the civilized world. I would not have it inferred from what I have said, that there has been no improvement in the public school system in the rural districts of the State; but it has been slow and, in a degree, unsatisfactory, when compared with that made in the cities and villages. There are reasons for this condition of things which I propose to mention later in this article.

What, now, have been some of the results of our system of public education? There can be no question but that we are at the present time giving to nearly all the children in the State the advantages of at least a rudimentary education. The facilities are before them—or, at least, are placed before their parents or guardians—and in most cases advantage is taken of them. Where these facilities are deliberately rejected, the law provides—although not in a satisfactory or effective way—for its own enforcement, under prescribed penalties. But we are also doing much more in our public schools than teaching young people to read, write and cipher. Even in the average common school the pupil is taught something about the history of his country; something about its form of government; is made to understand the processes by which a republican form of government came to be established; is taught that in union there is strength, and that divided counsels are evidences of weakness. Our

common schools are, in fact, schools for the teaching of patriotism as well as for the imparting of instruction in the ordinary branches of study. A man may, indeed, be a patriot, and hold himself in readiness to risk his fortune and his life in his country's defense, even if he can neither read nor write; but I believe he will be far surer to be that kind of person if he is able to read for himself the history of his country, if he possesses the sense of self-respect which education gives, and if he has been trained, as our children are trained in the public schools of to-day, to have faith in his country and its institutions.

To speak further of the results of our school system: according to the last United States census there were in this State, out of a total population of nearly 4,400,000, about 163,500 persons above the age of ten years who could not read. At the same time there were in the State of Massachusetts, out of an aggregate population of about 1,457,000, nearly 75,000 people above ten years of age who could not read. It will thus be seen that the proportions of illiteracy were greater in Massachusetts than in New York at the time of the taking of the last census. I have called attention to this fact because those who have been disposed to criticise the results of our educational system have almost invariably held up the Massachusetts system as the most perfect of its kind in the world. It is far from my purpose to disparage the workings of the public educational system in the State of Massachusetts. I believe it to be a most excellent one; in some respects, perhaps, superior to ours. But if we are to judge the two by their results, New York certainly is not behind.

It is not to be wondered at that the general plan of public education which has been adopted, and which is pursued in this State, should have been criticised. It is not in all respects so good, or as effective as the friends of education could wish it to be. The quality of the instruction imparted is not always of the best kind, and the persons employed as instructors are not always possessed of the highest degree of intelligence, tact, and judgment; the supervision of the schools is not in every instance lodged in the right hands. I do maintain, however, that even the poorest of our schools are better than none at all, and that the cases are rare indeed, in which the funds which are applied to their support are wasted. One of the chief complaints which have been made concerning our schools, is that the standard of qualifications for teachers is not high enough, and that commissioners and other local

supervising officers too frequently grant licenses to persons who are not really competent to become the instructors of youth. The cry has gone up that the standard of qualifications for teachers must be raised, and that commissioners and others must be more rigid in their examinations. I have no doubt that there has been cause for complaint in this direction; that some teachers have been licensed whose qualifications are not such as to specially fit them for their important tasks, and that some local officers empowered by law to examine and license teachers have been lax in the discharge of that important duty. But this other fact must also be borne in mind: there are in the State many hundreds of sparsely settled school districts in which the burden of supporting even the most primitive kind of a school bears heavily upon those who are compelled to pay the taxes. Outside of the cities, there are in the State 11,280 school districts, and in 188 of these the assessed valuation of all taxable property is less than \$5,000 each; in 477 others the assessed valuation ranges from \$5,000 to \$10,000; in 517 others the valuation is from \$10,000 to \$15,000, and in 655 others between \$15,000 and \$20,000; in all there are upwards of 1,800 school districts in this State in which the assessed valuation of real and personal property is less than \$20,000.

Now it needs no argument to prove that in districts such as these, the tax payers cannot afford to pay high wages to the teachers employed in their schools. A person who has spent time and money in preparing himself, as a professional teacher, cannot afford to take employment at the rates which districts such as those to which I have referred above are able to pay. Graduates of our Normal schools and of our higher institutions of learning, no matter how numerous they may be, cannot be induced to go into such districts in the capacity of teachers, upon such wages as the tax payers will permit to be paid. Yet I think it will be readily conceded that it is better that even an inferior grade of schools should be taught in those districts than that the children should be permitted to grow up in utter ignorance; hence an inferior class of persons must be licensed as teachers to supply the demand which exists, and which will continue to exist as long as wealth is not more evenly distributed. In cities and villages and in the more wealthy of the rural districts proper, the teachers are almost uniformly well qualified, fairly competent, and their surroundings are pleasant and comfortable. In less favored localities the people are obliged to put up with inferior educational facilities just as they are compelled to live

plainly and frugally in all other respects. But while recognizing the necessity of a wide discretion in providing for a certain class of district schools, I would not be understood as offering a plea for incompetency. Where there is the ability to employ a thoroughly qualified teacher, I hold that the State should, by its regulations, make it impossible to employ any other. If all the schools in the rural districts are to be raised to the desired standard, in my judgment it will be necessary to increase the State school tax.

Complaint has also been made in some quarters, that there is a lack of harmony in our system of school supervision; that the State recognizes two distinct educational forces, to one of which is intrusted the supervision of its colleges and academies, and to the other its common schools proper; and that we can never attain the desired degree of efficiency and usefulness until the system of supervision shall have been unified. I think more has been said and written on this subject than its importance deserves. The Regents of the University, who have the supervision of the higher institutions of learning, and the Department of Public Instruction, which exercises a general supervision over the common schools, act, so far as my observation extends, in perfect harmony. No jealousies or rivalries to my knowledge exist between the Board of Regents and the Department. There is no clashing between these two educational forces, and I cannot perceive wherein any good would result from their consolidation. Our system of State supervision is much more comprehensive than that of most other States, from the very fact that we have a body like the Regents of the University, charged with the duty of supervising our higher institutions of learning, whereas, in many of our sister States, the colleges and incorporated academies and seminaries are practically subject to no State supervision whatever. I repeat my belief, that no great or lasting benefit would result from the proposed plan of unification.

NEIL GILMOUR,

Superintendent of Public Instruction.

DOCUMENTS
ACCOMPANYING THE
REPORT
OF THE
SUPERINTENDENT OF PUBLIC INSTRUCTION.



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LIST OF DOCUMENTS

ACCOMPANYING THE

TWENTY-SIXTH ANNUAL REPORT

OF THE

SUPERINTENDENT OF PUBLIC INSTRUCTION.

- Table No. 1. Statement of State tax levied in 1874 and in 1879.
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- Document A. Report of the Council of the Nautical School, New York city.
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 I. Report of the Superintendent of the Allegany and Cattaraugus Indian Reservations.
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 L. Report of the Superintendent of the Tuscarora Indian Reservation.
 M. Annual report of the Normal School at Albany.
 N. Annual report of the Normal School at Brockport.
 O. Annual report of the Normal School at Buffalo.
 P. Annual report of the Normal School at Cortland.
 Q. Annual report of the Normal School at Fredonia.
 R. Annual report of the Normal School at Geneseo.
 S. Annual report of the Normal School at Oswego.
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 U. Normal School circular.
 V. List of academies to instruct common school teachers.
 W. List of School Commissioners.
 X. Reports of School Commissioners.

TABLE No. 1.

STATEMENT of the State Tax of one and one-fourth mills, levied in 1874, and of the State Tax of one and eighty-six one thousandth mills, levied in 1879, for the support of Common Schools.

COUNTIES.	1874.		1879.	
	Valuation.	Amount of tax.	Valuation.	Amount of tax.
Albany.....	\$49,669,304	\$62,066 63	\$69,273,142	\$75,230 63
Allegany.....	8,725,779	10,907 23	11,403,734	12,384 46
Broome.....	9,393,334	11,741 67	13,153,006	14,284 16
Cattaraugus.....	9,272,561	11,590 70	13,335,355	14,482 20
Cayuga.....	19,057,072	23,821 34	24,841,406	26,977 77
Chautauqua.....	17,001,838	21,252 42	21,345,973	23,181 77
Chemung.....	9,576,070	11,970 09	13,035,562	14,156 62
Chenango.....	12,067,670	15,084 59	15,845,207	17,207 69
Clinton.....	6,382,065	7,977 58	8,517,316	9,249 81
Columbia.....	21,888,667	27,835 82	28,025,105	30,435 26
Cortland.....	6,435,128	8,043 98	8,955,304	9,725 46
Delaware.....	8,903,715	11,129 64	11,390,418	12,369 99
Dutchess.....	32,331,625	40,414 53	42,262,654	45,897 14
Erie.....	56,213,193	70,266 49	82,052,069	89,108 55
Essex.....	6,025,833	7,532 29	8,918,131	9,685 09
Franklin.....	5,345,702	6,682 13	6,743,871	7,323 84
Fulton.....	3,705,947	4,632 44	5,324,547	5,782 46
Genesee.....	13,605,340	17,006 30	17,637,523	19,164 35
Greene.....	6,175,348	7,719 18	9,207,302	9,999 13
Hamilton.....	559,805	699 76	800,009	868 81
Herkimer.....	10,822,916	13,528 64	14,962,877	16,249 68
Jefferson.....	15,925,851	19,907 31	22,069,767	23,967 79
Kings.....	198,061,350	247,576 69	256,618,269	278,687 44
Lewis.....	4,242,883	5,303 60	7,721,136	8,385 15
Livingston.....	13,979,951	17,474 93	18,042,038	19,593 65
Madison.....	10,304,163	12,880 21	15,077,663	16,374 34
Monroe.....	38,279,968	47,849 96	56,870,254	60,675 10
Montgomery.....	9,782,628	12,228 28	15,198,485	16,505 55
New York.....	1,105,156,690	1,381,445 86	1,246,872,411	1,354,103 44
Niagara.....	14,615,185	18,268 98	20,140,500	21,673 68
Oneida.....	29,274,418	36,563 02	45,067,631	48,965 06
Onondaga.....	33,427,683	41,784 60	48,642,760	52,828 04
Ontario.....	17,762,908	22,203 67	23,085,711	25,071 18
Orange.....	29,122,580	35,153 23	36,836,017	40,003 91
Orleans.....	10,232,401	12,790 50	13,265,549	14,396 39
Oswego.....	15,248,752	19,060 94	20,666,676	22,444 34
Otsego.....	12,324,483	15,405 60	17,277,138	18,762 97
Putnam.....	5,422,939	6,778 68	6,866,499	7,457 02
Queens.....	28,729,597	35,912 00	38,637,580	41,960 39
Rensselaer.....	28,650,758	35,813 45	41,913,157	45,517 69
Richmond.....	8,134,747	10,168 44	11,248,956	12,216 37
Rockland.....	9,421,201	11,776 50	11,250,034	12,217 54
St. Lawrence.....	14,585,767	18,232 21	20,808,882	22,598 45
Saratoga.....	12,826,752	16,033 44	19,057,054	20,695 96
Schenectady.....	5,910,500	7,388 24	8,737,628	9,489 06
Schoharie.....	5,404,386	6,755 48	8,268,255	8,979 33
Schuyler.....	4,066,810	5,063 51	6,804,099	7,305 42
Seneca.....	9,712,764	12,140 96	12,328,370	13,388 61
Steuben.....	13,687,304	17,109 13	17,910,635	19,450 95
Suffolk.....	11,598,600	14,498 25	14,713,083	15,973 41
Sullivan.....	2,879,091	3,598 86	4,535,902	4,925 99
Tioga.....	6,152,596	7,690 75	9,088,771	9,870 41
Tompkins.....	8,469,924	10,587 41	11,857,366	12,877 07
Ulster.....	13,806,284	17,257 86	18,471,879	20,060 46
Warren.....	2,916,400	3,645 50	4,739,163	5,148 73
Washington.....	13,709,473	17,136 84	20,110,586	21,840 10
Wayne.....	15,187,741	18,984 67	21,028,538	22,836 99
Westchester.....	62,137,245	77,871 56	87,720,755	93,544 74
Wyoming.....	8,325,024	10,407 41	10,656,963	11,573 46
Yates.....	7,090,284	8,612 86	10,880,285	11,815 99
Total.....	\$2,169,307,873	\$2,711,634 84	\$2,686,139,133	\$2,917,147 10

TABLE No. 2.

STATEMENT showing the amount of School Tax paid by each County, the amount of Tax received back, the amount of Common School Fund received, and the total amount received by each County.

COUNTIES.	School tax paid.	School tax received.	Common school fund received.	Total received.
Albany.....	\$75,230 63	\$77,386 84	\$8,056 83	\$85,443 67
Allegany.....	12,384 46	29,281 84	2,101 42	31,383 26
Broome.....	14,284 16	81,963 59	3,121 52	35,085 11
Cattaraugus...	14,482 20	83,245 09	2,887 32	35,632 41
Cayuga.....	26,977 77	89,006 17	3,679 96	42,776 13
Chautauqua.....	23,181 73	43,506 64	3,958 44	47,555 03
Chemung.....	14,156 62	25,820 81	2,707 75	28,528 56
Chenango.....	17,207 89	29,814 51	2,113 97	31,928 48
Clinton.....	9,249 81	81,788 03	3,183 34	34,871 37
Columbia.....	30,435 26	28,325 65	2,111 97	30,437 62
Cortland.....	9,725 46	17,724 46	1,264 67	18,989 13
Delaware.....	12,309 99	32,373 57	2,282 13	34,655 70
Dutchess.....	45,897 14	44,015 29	4,106 64	48,121 93
Erie.....	89,106 55	111,732 54	10,237 81	121,970 35
Essex.....	9,685 09	23,153 43	1,673 80	24,832 23
Franklin.....	7,323 84	21,331 24	1,536 84	22,868 08
Fulton.....	5,782 46	18,864 11	1,889 92	20,254 03
Genesee.....	19,164 35	19,723 30	1,490 85	21,184 15
Greene.....	9,999 13	21,029 70	1,538 57	22,566 27
Hamilton.....	868 81	2,976 53	206 69	3,182 23
Herkimer.....	16,249 68	27,371 21	1,993 66	29,364 27
Jefferson.....	23,967 79	45,496 35	4,073 53	49,569 88
Kings.....	278,687 44	259,736 53	24,437 23	284,173 76
Lewis.....	8,385 15	21,437 68	1,526 09	22,963 77
Livingston.....	19,593 65	24,644 49	1,806 49	26,450 98
Madison.....	16,374 34	28,829 92	2,084 17	30,914 09
Monroe.....	60,675 10	74,345 90	6,448 52	80,794 43
Montgomery.....	16,505 55	20,451 83	1,533 11	21,984 94
New York.....	1,354,103 44	539,243 78	52,445 76	591,689 52
Niagara.....	21,872 58	80,968 56	3,101 95	34,070 54
Oneida.....	48,965 06	70,485 52	6,811 10	77,296 61
Onondaga.....	52,826 04	68,524 60	5,884 56	74,409 12
Ontario.....	25,071 18	30,185 05	2,217 67	32,402 76
Orange.....	40,003 91	47,998 01	5,225 08	53,193 09
Orleans.....	14,396 39	19,139 57	1,403 22	20,542 79
Oswego.....	22,444 84	49,077 25	4,417 85	53,494 60
Otsego.....	18,762 97	35,467 81	2,539 54	38,007 35
Putnam.....	7,457 02	9,442 83	703 24	10,146 07
Queens.....	41,960 30	44,167 85	4,999 97	49,164 82
Rensselaer.....	45,517 69	58,837 19	5,246 91	64,084 10
Richmond.....	12,216 37	17,719 54	1,373 71	19,098 25
Rockland.....	12,217 54	14,403 64	1,102 66	15,506 30
St. Lawrence.....	22,598 45	57,870 85	4,972 75	62,844 10
Saratoga.....	20,695 96	34,812 17	3,359 53	38,111 70
Schenectady.....	9,489 06	13,497 79	1,808 14	15,305 93
Schoharie.....	8,979 33	22,657 34	1,628 52	24,285 98
Schuyler.....	6,705 42	13,081 77	943 44	14,024 21
Seneca.....	13,388 61	17,138 40	2,070 33	19,202 73
Steuben.....	19,450 95	50,025 30	4,420 67	54,445 97
Suffolk.....	15,978 41	30,072 08	2,256 18	32,328 26
Sullivan.....	4,925 99	21,993 98	1,607 26	23,601 24
Tioga.....	9,870 41	21,331 97	2,346 74	23,678 71
Tompkins.....	12,877 07	22,035 43	2,398 43	24,433 58
Ulster.....	20,060 46	49,193 63	4,525 54	53,719 17
Warren.....	5,146 73	13,005 80	1,154 79	17,160 59
Washington.....	21,840 10	32,436 79	2,350 19	34,786 98
Wayne.....	22,836 99	32,156 91	2,352 53	34,509 44
Westchester.....	73,544 74	56,119 48	4,279 19	60,398 07
Wyoming.....	11,573 46	21,012 45	1,516 28	22,528 73
Yates.....	11,815 99	13,203 11	957 53	14,160 64
Indians.....	.....	3,413 09	.....	3,413 09
Conti'gnt fund bal'ce.	.....	809 71	.....	809 71
Total.....	\$2,917,147 10	\$2,750,000 00	\$245,400 00	\$2,995,400 00

TABLE No. 3.
Apportionment of School Monies for the year 1880.

COUNTRIES. TOWNS AND CITIES.	Population.	Number of teachers employed for 26 weeks or more.	APPORTIONMENT FOR TEACH- ERS' WAGES.		Libraries.	Supervision.	Total.
			District quotas.	According to population.			
Albany.....	43,639	182	\$3,633 20	\$17,938 51	\$484 25	.....	\$27,086 96
Albany City.....	38,541	217	10,329 20	35,621 88	130 86	\$1,300 00	48,171 93
Coches.....	17,483	42	1,999 20	7,200 44	136 11	800 00	10,135 75
Allegany.....	41,681	280	13,758 40	17,156 87	443 51	236 66	31,593 28
Brockport.....	39,423	338	11,398 80	13,345 50	344 90	.....	25,019 20
Brine.....	15,518	57	2,713 20	6,387 50	105 12	800 00	10,065 82
Birmingham.....	47,298	323	15,600 40	19,498 73	455 28	.....	35,653 41
Cattaraugus.....	42,735	271	12,899 60	17,611 10	209 08	800 00	30,963 98
Cayuga.....	49,649	57	2,713 20	8,087 89	689 32	1,827 50	11,810 17
Chautauque.....	64,781	407	19,873 20	28,665 06	217 45	800 00	47,555 08
Chemung.....	21,338	136	3,617 60	8,731 04	424 34	.....	15,483 67
Chemung.....	20,438	75	3,617 60	8,411 84	217 45	800 00	13,046 89
Chenango.....	39,879	317	15,089 20	16,414 84	534 71	800 00	31,928 43
Cleburn.....	50,232	370	12,833 00	20,884 66	413 26	.....	34,871 87
Columbia.....	38,837	195	9,233 00	15,996 08	93 47	.....	25,681 29
Columbia.....	8,734	22	1,047 20	3,615 66	.....	.....	4,755 33
Hudson.....	24,454	132	8,663 20	10,005 72	260 21	.....	15,930 13
Cortland.....	42,054	355	16,896 00	17,310 21	447 49	.....	34,653 70
Delafield.....	56,312	360	12,833 40	23,179 08	599 19	.....	36,106 65
Dutchess.....	30,023	168	2,700 80	8,241 43	213 05	800 00	12,015 28
Poughkeepsie.....	67,245	323	15,850 80	26,073 98	674 04	.....	42,598 82
Erle.....	20,245	436	20,783 60	55,396 16	1,431 77	1,800 00	79,371 53
Buffalo.....	134,557	216	10,321 60	14,183 96	386 67	.....	24,893 23
Essex.....	30,822	207	9,853 20	12,696 91	327 97	.....	22,976 08
Franklin.....	30,155	158	7,590 80	12,412 38	320 87	.....	20,354 08
Fulton.....	32,245	159	7,590 80	12,412 38	320 87	.....	20,354 08
Genesee.....	32,562	185	8,804 00	13,273 64	346 80	.....	21,184 15
Greene.....	36	36	1,713 60	1,431 61	87 01	.....	22,546 27
Hamilton.....	41,596	248	11,904 80	17,117 57	442 50	.....	29,564 87
Herkimer.....	55,342	398	18,944 80	22,779 79	588 88	800 00	43,318 47
Jefferson.....	26,661	47	3,382 20	4,112 80	105 32	.....	7,256 41
Watertown.....	26,661	70	3,382 20	4,112 80	105 32	.....	7,256 41
Kings.....	482,483	1,393	61,546 80	100,874 16	283 69	4,300 00	14,589 85
Brooklyn.....	29,245	223	10,614 80	12,087 72	311 19	.....	25,063 91
Lewis.....	38,518	214	10,186 40	15,854 72	409 86	.....	25,450 98
Livingston.....	42,324	274	15,043 40	17,421 84	404 35	.....	30,914 09
Madison.....	53,182	257	12,233 20	21,882 47	585 69	.....	34,681 86
Monroe.....	81,723	327	10,806 20	33,638 39	869 57	800 00	46,113 06
Rochester.....	81,723	327	10,806 20	33,638 39	869 57	800 00	46,113 06

SUPERINTENDENT OF PUBLIC INSTRUCTION.

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Montgomery	35,156	150	7,140 00	14,470 88	374 08	10,800 00	21,984 94
New York	1,041,886	2,961	140,943 60	428,859 65	11,086 90	800 00	691,689 54
Niagara	38,846	199	9,472 40	15,969 74	413 85	800 00	25,815 49
Lockport	12,563	44	2,094 40	5,167 05	133 57	800 00	8,185 02
Oneida	81,839	459	21,948 40	33,686 45	870 83	800 00	57,215 67
Utica	32,496	397	5,569 20	13,375 96	345 79	800 00	20,190 95
Onondaga	64,631	368	17,616 80	28,603 32	687 72	800 00	44,807 64
Syracuse	46,255	177	8,425 90	19,862 65	513 47	800 00	29,601 32
Ontario	67,887	258	12,280 90	19,614 86	507 96	800 00	32,402 72
Orange	17,323	277	13,185 20	27,943 55	722 36	800 00	42,651 11
Newburgh	20,987	166	2,427 60	7,130 06	184 32	800 00	10,541 98
Orleans	22,428	345	7,901 60	12,322 63	218 56	800 00	20,542 79
Oswego	56,146	65	16,422 00	23,110 74	597 43	800 00	40,130 17
City	49,766	357	8,094 00	9,231 78	238 55	800 00	13,364 43
Osego	40,765	73	16,063 20	20,484 61	629 54	800 00	10,146 07
Putnam	36,424	206	8,474 50	6,503 16	168 11	800 00	39,498 23
Queens	15,587	45	9,805 60	28,164 59	728 07	800 00	9,666 56
Long Island City	56,083	251	2,284 80	6,415 90	165 86	800 00	35,603 83
Rensselaer	46,581	151	11,947 60	23,080 11	516 41	800 00	28,450 37
Troy	35,196	89	7,187 00	19,976 26	374 53	800 00	19,098 25
Richmond	30,915	87	4,236 40	14,487 33	298 39	800 00	15,506 30
Rockland	73,674	530	25,228 00	11,078 71	783 95	800 00	15,506 30
St. Lawrence	10,368	28	1,822 80	30,325 59	598 69	800 00	6,506 56
Ordenburg	55,137	62	14,099 00	22,696 41	107 43	800 00	56,337 54
Saratoga	10,066	40	2,951 20	4,155 70	138 76	800 00	7,214 33
Schenectady	18,759	127	1,904 00	5,251 84	344 50	800 00	8,091 60
City	22,376	223	10,614 80	13,326 56	800 00	800 00	24,265 86
Schoharie	18,898	127	6,045 20	11,563 12	201 07	800 00	14,094 21
Schuyler	23,138	472	6,521 20	30,893 09	755 68	800 00	19,212 73
Seneca	79,373	219	22,467 20	21,851 89	651 97	800 00	54,445 97
Steuben	61,873	472	10,424 40	18,958 40	390 84	800 00	32,228 26
Suffolk	33,911	196	9,232 00	13,958 48	337 83	800 00	23,601 24
Sullivan	31,749	199	9,472 40	13,068 48	937 69	800 00	23,678 71
Tioga	25,861	330	9,758 00	13,526 20	247 71	800 00	24,433 86
Tompkins	88,124	154	16,706 00	36,273 48	531 96	800 00	63,719 17
Ulster	22,280	154	7,330 40	9,582 48	530 16	800 00	17,160 59
Warren	46,114	253	14,470 40	19,804 62	1,101 98	800 00	34,788 98
Wayne	49,824	349	18,470 80	20,506 48	329 30	800 00	34,509 44
Weatchester	103,564	302	16,612 40	42,628 87	209 30	800 00	60,368 47
Wyoming	30,532	123	9,615 20	12,588 12	1,101 98	800 00	22,628 73
Yates	19,670	31	5,854 80	8,066 54	209 30	800 00	14,160 64
Salaries of School Commissioners	4,707	31	.....	.....	.....	89,800 00	89,800 00
Indians	.....	.....	.....	.....	.....	3,413 09	3,413 09
Contingent fund balance	.....	.....	.....	.....	.....	809 71	809 71
Total	4,703,665	20,328	\$967,089 20	\$1,934,178 40	\$50,000 00	\$133,732 40	\$3,085,000 00

*For separate neighborhood, from contingent fund. †Includes \$27.50 for separate neighborhood. ‡By special act Union is entitled to 117 quotas.

Franklin.....	175	207	11,941	3	53	30.6	357	4	10	94	277	339
Fulton.....	118	153	10,180	5	204	33.2	397	11	1	103	151	163
Genesee.....	139	159	10,943	2	.....	32.1	362	9	10	108	173	231
Greene.....	162	183	9,643	6	.....	32.6	363	9	10	104	182	245
Hamilton.....	96	38	1,327	.....	.....	34.1	344	.....	1	141	43	75
Herkimer.....	168	248	13,005	.....	45	32.8	368	10	10	123	255	332
Jefferson.....	355	398	17,096	.....	208	30.9	719	10	12	224	620	821
Waterloo.....	9	47	8,074	8	100	40.0	414	10	19	.....	.....	.....
King's towns.....	15	70	9,595	11	835	40.8	611	9	8	3	48	40
Brooklyn.....	1	233	173,480	160	20,000	41.6	1,822	26	15	55	1,343	.....
Lewis.....	211	233	10,797	2	25	39.7	385	.....	.....	68	232	369
Livingston.....	180	214	12,571	15	339	32.6	328	11	21	104	238	343
Madison.....	224	274	12,744	14	254	32.0	457	6	6	131	238	325
Monroe, towns.....	219	257	17,682	9	344	34.1	400	22	25	132	319	171
Monroe, town.....	97	327	35,287	35	6,232	40.0	224	2	9	16	118	187
Rochester.....	115	150	12,104	1	100	37.9	268	20	4	114	118	.....
Montgomery.....	305	2,061	375,000	200	45,000	41.4	3,240	253	69	405	8,149	.....
New York.....	163	109	13,701	20	953	32.9	345	5	4	138	256	266
Niagara, towns.....	6	44	4,000	6	450	40.0	41	.....	.....	5	40	.....
Onondaga, town.....	378	459	25,611	18	737	32.0	753	20	9	260	524	741
Utica.....	33	497	11,727	8	710	40.0	103	.....	8	9	57	.....
Onondaga, towns.....	277	893	21,012	8	62	33.6	609	16	6	223	403	504
Syracuse.....	21	177	17,620	25	1,894	40.0	180	11	4	13	133	.....
Ontario towns.....	164	253	14,824	14	615	37.1	309	11	7	63	237	405
Orange.....	133	277	22,850	24	528	39.0	391	16	18	136	287	198
Newburgh.....	63	51	5,674	10	535	40.2	51	.....	8	5	50	.....
Orleans.....	138	106	9,646	11	687	33.4	291	6	4	110	195	333
Oswego, towns.....	299	345	18,332	5	69	31.5	624	20	12	107	459	615
City.....	24	65	8,739	8	1,322	40.0	70	2	4	137	73	.....
Otsego.....	317	357	14,732	2	18	31.9	619	15	10	219	425	444
Putnam.....	61	73	4,594	3	38	36.9	95	4	10	39	70	137
Queens, towns.....	81	208	22,854	41	1,234	41.8	179	12	15	53	153	197
Long Island City.....	7	48	5,583	10	205	43.4	40	1	9	4	48	.....
Rensselaer, towns.....	180	251	19,656	16	515	35.6	328	10	19	125	251	394
Troy.....	115	151	19,190	13	1,650	40.0	148	.....	3	13	138	.....
Richmond.....	28	80	12,980	25	1,066	41.2	70	17	2	23	60	98
Rockland.....	46	87	8,453	16	391	41.2	60	15	14	42	47	56
St. Lawrence, towns.....	485	530	25,879	15	379	39.7	890	4	49	221	692	628
St. Lawrence, town.....	28	28	4,096	12	638	40.0	23	.....	5	2	26	.....
Ogdensburg.....	234	208	16,930	15	574	34.1	451	10	23	137	347	833
Schenectady, towns.....	60	68	3,452	1	12	35.2	102	8	2	137	57	114
City.....	9	40	4,450	4	400	39.6	36	1	4	3	88	.....
Schoharie.....	205	233	10,467	5	106	33.8	373	6	16	178	217	278
Schuyler.....	113	127	5,450	5	55	31.7	238	5	8	82	182	33
Seneca.....	97	137	8,556	4	424	36.3	191	12	5	80	126	124
Steuben.....	370	473	24,853	6	416	32.3	642	11	5	264	568	895
Suffolk.....	146	219	16,553	33	586	38.6	283	24	13	105	225	212
Sullivan.....	187	195	12,383	4	170	33.8	326	.....	2	122	206	296

* By special act Utica is entitled to 117 quotas.

TABLE No. 4 — (Continued).

COUNTIES. TOWNS AND CITIES.	1	2	3	4	5	6	7				19	
	Number of districts.	No. of licensed teachers employed at the same time for 38 weeks or more.	No. of children between 5 and 21 years of age, re- siding in district Septem- ber 30, 1879.	No. of private schools.	No. of pupils attending private schools.	Average number of weeks school was kept by teach- ers duly licensed.	TEACHERS.				No. of inspections by com- missioners.	
							LICENSED BY					
							Local officers.	State Superin- tendent.	Normal school.	Males.		Females.
Tioga.....	151	199	9,830	4	40	32.6	836	8	1	77	374	224
Tompkins.....	155	205	9,326	5	82	33.1	820	10	20	91	259	304
Ulster.....	220	330	20,554	15	353	33.3	454	81	30	188	337	255
Warren.....	143	154	8,545	10	259	29.9	259	4	1	63	201	195
Washington.....	237	304	15,333	13	179	32.5	497	17	13	159	368	379
Wayne.....	217	233	16,106	6	105	34.2	465	10	8	178	303	350
Westchester.....	153	349	35,873	84	1,887	40.0	399	34	23	119	306	344
Wyoming.....	171	302	9,631	4	1,087	31.0	341	7	16	97	237	231
Yates.....	102	123	6,094	5	210	33.7	218	4	.....	84	138	209
Total for towns.....	11,290	14,103	835,973	633	18,694	33.5	22,385	710	536	7,534	16,107	17,150
Total for cities	751	6,194	702,749	604	95,795	41.1	6,255	413	355	630	6,398	.....
Total for State	12,031	20,297	1,638,727	1,236	114,490	35.8	28,630	1,123	891	8,164	22,505	17,150

TABLE No. 4 — (Continued).

COUNTIES. TOWNS AND CITIES.	NUMBER OF CHILDREN ATTENDING SCHOOL DURING THE YEAR.			AVERAGE DAILY ATTENDANCE DURING THE YEAR.			WHOLE NUMBER DAYS OF ATTENDANCE AT SCHOOL DURING THE YEAR.			
	8	9	10	11	12	Total.	13	14	15	Total.
Albany, towns.....	8,797	176	8,973	4,355,390	54,328	4,409,718	822,564	10,761	833,345	1,663,959
Albany, city.....	14,632	.....	14,632	9,153,000	.....	9,153,000	1,842,999	.....	1,842,999	3,995,999
Cohoes.....	18,096	.....	18,096	1,765,000	.....	1,765,000	359,000	.....	359,000	778,000
Allegany.....	10,504	397	10,903	5,012,011	128,113	5,140,124	356,174	21,851	378,025	778,174
Bronx, towns.....	8,367	557	8,924	5,153,449	114,568	5,268,017	703,621	20,127	723,748	1,427,748
Kinghamton.....	8,105	.....	8,105	7,102,000	.....	7,102,000	1,453,440	.....	1,453,440	3,105,440
Cattaraugus.....	18,197	675	18,872	7,040,241	227,462	7,267,703	1,327,703	40,167	1,367,870	2,735,870
Cayuga, towns.....	10,182	661	10,843	5,234,812	223,963	5,458,775	899,000	42,064	941,064	1,842,064
Auburn.....	14,924	.....	14,924	8,233,864	.....	8,233,864	1,658,015	.....	1,658,015	3,316,015
Chautauque.....	17,253	959	18,212	8,897,201	340,681	9,237,882	1,757,779	61,553	1,819,332	3,639,332
Chemung, towns.....	4,233	118	4,351	2,093,201	43,325	2,136,526	476,692	6,736	483,428	969,428
Elmira.....	6,143	.....	6,143	2,993,000	.....	2,993,000	575,992	.....	575,992	1,151,984
Chenango.....	19,468	677	20,145	9,973,670	222,864	10,196,534	1,998,996	38,749	2,037,745	4,075,745
Clinton.....	18,468	303	18,771	8,973,945	105,240	9,079,185	1,808,996	17,747	1,826,743	3,653,743
Columbia, towns.....	1,893	186	2,079	8,494,121	64,624	8,558,745	1,708,435	12,016	1,720,451	3,440,451
Hudson.....	5,399	.....	5,399	3,031,922	.....	3,031,922	606,363	.....	606,363	1,212,726
Cortland.....	10,573	530	11,103	5,070,323	102,263	5,172,586	1,035,401	18,094	1,053,495	2,106,990
Delaware.....	12,045	238	12,283	6,070,310	72,606	6,142,916	1,227,470	12,244	1,239,714	2,479,714
Duquesne, towns.....	8,870	.....	8,870	9,170,310	.....	9,170,310	1,834,600	.....	1,834,600	3,669,200
Erie, towns.....	24,715	564	25,279	7,419,997	170,882	7,590,879	1,520,692	30,349	1,551,041	3,102,041
Buffalo.....	8,715	.....	8,715	4,037,097	.....	4,037,097	807,416	.....	807,416	1,614,832
Essex.....	7,582	310	7,892	4,037,093	183,745	4,220,838	840,696	15,537	856,233	1,712,233
Franklin.....	8,582	390	8,972	4,329,593	106,276	4,435,869	898,715	17,702	916,417	1,832,417
Fulton.....	7,200	66	7,266	3,000,449	.....	3,000,449	600,094	16,700	616,794	1,233,794
Genesee.....	7,119	170	7,289	3,045,310	58,335	3,103,645	620,697	10,180	630,877	1,261,877
Greene.....	7,307	201	7,508	3,068,734	64,163	3,132,897	626,697	11,484	638,181	1,271,181
Herkimer.....	1,017	.....	1,017	5,243,739	.....	5,243,739	1,048,745	.....	1,048,745	2,097,490
Hartford.....	9,483	324	9,807	5,243,739	114,841	5,358,580	1,078,745	19,801	1,098,546	2,197,546
Jefferson, towns.....	13,068	603	13,671	7,124,571	182,015	7,306,586	1,461,182	31,400	1,492,582	2,984,582
Westtown.....	1,962	.....	1,962	1,350,000	.....	1,350,000	270,000	.....	270,000	540,000

TABLE No. 4—(Continued).

COUNTIES. TOWNS AND VILLAGES.	NUMBER OF CHILDREN ATTENDING SCHOOL DURING THE YEAR.			AVERAGE DAILY ATTENDANCE DURING THE YEAR.			WHOLE NUMBER DAYS OF ATTENDANCE AT SCHOOL DURING THE YEAR.			
	8	9	10	11	12	Total.	13	14	15	Total.
Kings, towns.....	4,766	173	4,839	2,533,739	85,327	2,539,328	497,443	17,641		515,087
Brooklyn.....	95,323		95,323	51,533,000		51,533,000	10,729,145			10,729,145
Lewis.....	7,566	134	7,720	3,793,410	40,428	3,833,838	565,082	6,783		602,875
Liveston.....	3,679	317	3,996	4,523,147	111,321	4,634,468	741,306	18,728		760,034
Madison.....	3,553	693	10,246	5,242,567	302,141	5,544,668	849,674	49,660		899,334
Montrose, towns.....	11,952	566	12,546	6,145,531	327,758	6,373,309	1,039,138	36,968		1,076,104
Rochester.....	12,023		13,022	8,194,000		8,194,000	1,614,218			1,614,218
Monterey.....	7,827	182	8,114	3,827,384	49,810	3,977,194	720,974	9,170		730,144
New York.....	213,570		212,870	130,216,000		130,216,000	26,512,543			26,512,543
Niagara, towns.....	9,298	242	9,640	4,800,821	82,308	4,883,239	815,953	14,157		830,000
Lockport.....	2,740		2,740	1,639,000		1,639,000	326,404			326,404
Queens, towns.....	13,102	721	13,823	9,837,104	265,983	10,103,087	1,600,198	45,569		1,645,767
Utica.....	5,245		5,245	3,634,000		3,634,000	694,277			694,277
Onondaga, towns.....	15,423	908	16,240	9,343,901	302,664	9,646,565	1,498,670	54,980		1,543,650
Syracuse.....	9,810		9,810	5,363,000		5,363,000	1,440,208			1,440,208
Ontario.....	10,944	511	11,455	7,099,910	231,941	7,331,771	1,577,126	38,637		1,615,763
Orange, towns.....	13,114	370	14,484	9,876,639	151,970	9,928,609	1,643,489	30,808		1,674,297
Newburgh.....	2,822		2,822	2,633,491		2,633,491	460,172			460,172
Orleans.....	6,833	423	7,256	3,663,997	131,245	3,795,242	600,894			600,894
Oswego, towns.....	14,823	577	15,400	9,837,047	167,782	9,994,829	1,778,651	32,819		1,821,470
City.....	1,169		1,169	6,391,703		6,391,703	1,004,915	81,885		1,086,798
Otego.....	1,612	554	1,766	1,634,600	297,508	1,932,108	364,713	86,405		451,118
Putnam.....	8,823	65	9,368	4,775,860	28,379	4,804,239	1,312,306	6,046		1,320,352
Queens, towns.....	13,609	210	14,119	9,379,860	104,681	9,484,541	1,511,607	21,558		1,533,165
Long Island City.....	8,644		8,644	5,359,000		5,359,000	1,116,835			1,116,835
Rensselaer, towns.....	19,307	163	19,600	10,155,573	55,746	10,211,319	1,718,018	9,329		1,720,348
Troy.....	6,305		6,305	3,660,000		3,660,000	638,260			638,260
Richmond.....	6,805	164	7,405	3,375,557	101,580	3,477,137	568,337	30,230		598,567
Rockland.....	5,613	119	5,772	3,719,321	21,503	3,740,824	653,672	28,459		682,131
St. Lawrence, towns.....	10,980	504	20,484	10,379,003	184,000	10,563,003	1,865,672			1,865,672
Ogdensburg.....	1,951		1,951	1,112,000		1,112,000	217,620			217,620

Saratoga.....	12,128	270	12,398	6,109,377	86,221	6,195,566	1,112,975	15,224	1,128,199
Schenectady, towns.....	2,370	45	2,415	1,144,571	9,066	1,153,666	200,318	1,742	202,060
City.....	2,310	.....	2,310	1,608,000	.....	1,608,000	318,363	.....	318,363
Schoharie.....	8,167	215	8,382	4,131,834	56,192	4,188,026	711,805	9,715	721,520
Schuyler.....	4,167	124	4,291	2,399,753	45,263	2,445,016	392,164	6,475	398,639
Seneca.....	6,351	264	6,615	3,434,124	105,746	3,539,870	617,840	19,489	637,329
Steuben.....	18,383	823	19,206	9,910,164	304,945	10,215,109	1,698,940	54,074	1,753,014
Suffolk.....	11,289	144	11,433	6,123,419	64,902	6,178,321	1,140,175	10,803	1,150,978
Sullivan.....	8,886	88	8,974	4,007,424	18,800	4,026,224	671,310	3,292	674,602
Tioga.....	7,551	434	7,985	4,257,141	183,301	4,440,432	712,868	26,791	740,149
Tompkins.....	7,408	506	7,914	4,375,353	179,470	4,554,823	753,182	33,447	786,629
Ulster.....	20,595	220	20,824	9,277,625	94,098	9,371,723	1,844,892	19,586	1,861,478
Warren.....	5,983	82	6,075	2,798,127	28,534	2,826,661	426,914	8,981	435,895
Washington.....	11,786	535	12,321	6,019,203	182,008	6,201,211	1,194,321	31,616	1,225,937
Wayne.....	12,140	453	12,573	6,072,183	161,761	6,233,946	1,060,467	32,446	1,093,912
Westchester.....	19,352	408	19,760	10,450,713	177,497	10,628,210	2,064,574	35,278	2,099,552
Wyoming.....	7,186	322	7,518	3,958,106	136,218	4,094,324	618,945	22,968	641,912
Yates.....	4,692	223	4,980	2,563,282	117,506	2,680,788	437,543	21,925	459,468
Total for towns.....	588,988	20,607	607,590	207,473,365	7,247,938	214,821,303	52,749,302	1,311,983	54,061,285
Total for cities.....	422,451	.....	422,451	255,557,675	.....	255,557,675	51,916,598	.....	51,916,598
Total for State.....	1,009,439	20,607	1,030,041	563,031,040	7,247,938	570,381,978	104,665,900	1,311,983	105,977,883

TABLE No. 4—(Continued).

COUNTIES. TOWNS AND CITIES.	DISTRICT LIBRARIES.			SCHOOL-HOUSES.					23	
	20		21	22				Value of school-house and site.		Value of school-house and site.
	No. of volumes in district library.	Value of library.		Log.	Frame.	Brick.	Stone.				Total.
Albany, towns.....	9,480	\$4,596	95	.....	112	31	8	151	\$32,465	\$179,430
City.....	4,350	6,000	.....	.....	1	25	.....	26	166,250	769,750
Cohoes.....	1,570	2,200	.....	.....	2	5	.....	7	35,000	85,000
Allegany.....	6,138	8,198	94	.....	249	9	.....	252	22,328	146,421
Broome, towns.....	6,302	3,014	76	.....	210	3	.....	213	13,763	114,201
Binghamton.....	3,869	4,000	.....	.....	.....	8	.....	218	44,000	153,500
Cattaraugus.....	8,630	4,291	106	.....	238	4	.....	235	32,696	169,801
Cayuga, towns.....	10,498	4,190	134	.....	196	29	9	275	27,707	168,058
Auburn.....	570	900	.....	.....	1	11	.....	11	19,000	139,000
Chautauque.....	15,916	11,609	158	.....	285	16	.....	302	97,121	462,549
Chemung, towns.....	4,660	1,111	51	.....	116	.....	.....	116	16,128	68,873
Elmira.....	2,525	3,600	.....	.....	2	7	.....	9	69,000	239,000
Chenango.....	16,187	8,446	166	.....	276	3	.....	279	23,460	141,513
Clinton.....	9,885	5,632	131	.....	151	34	13	227	19,155	163,390
Columbia, towns.....	7,737	2,804	115	.....	165	10	.....	175	21,605	113,245
Hudson.....	1,300	1,200	.....	.....	.....	3	.....	3	9,500	38,500
Cortland.....	7,437	3,097	123	.....	160	8	.....	165	10,867	120,401
Delaware.....	11,454	5,105	168	.....	336	4	2	341	19,510	123,410
Dutchess, towns.....	12,644	5,645	93	.....	189	15	.....	204	32,880	194,940
Poughkeepsie.....	10,500	15,450	.....	.....	.....	7	.....	7	22,600	116,600
Erie, towns.....	17,537	9,509	.....	.....	230	48	5	283	26,120	210,265
Buffalo.....	19,504	17,832	167	.....	230	47	1	42	175,650	754,900
Essex.....	8,329	4,898	.....	.....	4	37	3	170	11,448	166,182
Franklin.....	6,455	4,174	80	.....	153	18	10	180	12,862	137,425
Fulton.....	5,964	3,006	69	.....	144	13	10	157	26,110	76,755
Genesee.....	8,634	7,800	63	.....	117	4	7	121	20,080	96,438
Greene.....	8,775	2,698	99	.....	114	7	17	138	20,080	96,438
Hamilton.....	458	288	5	.....	147	10	5	162	14,905	12,430
Herkimer.....	7,801	3,760	108	.....	34	.....	.....	36	26,517	157,869
Jefferson, towns.....	11,881	4,056	179	.....	165	15	14	194	30,067	210,363
Watertown.....	4,000	4,000	.....	.....	316	6	3	323	10,000	95,000
Kings, towns.....	7,564	4,831	15	.....	16	6	.....	9	24,100	115,200
Brooklyn.....	21,000	21,000	.....	.....	.....	55	.....	60	588,678	4,943,583
Lewis.....	6,291	2,066	.....	.....	196	5	5	211	18,001	73,689
Livingston.....	7,309	3,063	87	.....	189	13	2	194	21,680	150,065
Madison.....	12,773	5,680	149	.....	210	5	4	219	27,405	122,875
Monroe, towns.....	7,035	2,309	112	.....	133	61	24	218	40,010	224,065
Rochester.....	8,835	8,000	.....	.....	2	25	.....	27	118,500	619,500

SUPERINTENDENT OF PUBLIC INSTRUCTION.

49

Montgomery	7,414	3,481	70	100	14	0	116	37,430	114,870
New York	28,457	9,600	108	97	117	28	167	3,000,000	10,010,000
Niagara, towns	10,343	6,287	1	1	41	1	167	28,107	171,619
Lockport	4,008	3,600	214	881	5	13	6	53,444	105,100
Oneida, towns	20,827	9,073	158	1	17	27	18	82,247	109,132
Utica	1,778	15,185	158	212	17	27	294	156,000	215,621
Onondaga, towns	16,774	10,470	158	2	14	15	16	236,036	250,246
Syracuse	13,344	13,000	81	150	38	15	203	94,735	230,246
Ontario	11,045	6,328	136	144	29	18	191	50,877	180,030
Orange, towns	16,905	21,300	95	150	6	28	135	30,000	125,025
Newburgh	11,432	6,137	95	360	12	1	204	28,149	208,463
Orleans	7,760	4,149	170	300	27	1	14	28,013	177,198
Oswego, towns	10,248	3,897	176	308	6	8	61	10,940	60,600
City	4,370	4,737	176	79	3	82	57,045	10,000	65,000
Osseo	14,028	8,988	74	106	17	1	164	35,738	228,120
Putnam	3,310	11,006	120	2	16	1	18	63,400	178,350
Queens, towns	18,489	830	24	18	10	1	29	16,236	61,545
Long Island City	15,546	10,356	36	188	7	19	486	20,973	225,128
Rensselaer, towns	1,050	6,417	194	1	49	1	9	9,000	43,000
Troy	6,511	2,586	120	165	42	6	233	57,706	164,890
Richmond	6,432	5,586	36	47	11	2	60	4,848	86,325
Rockland	13,287	5,991	36	202	6	1	9	22,000	72,000
St. Lawrence, towns	3,632	4,800	110	39	3	2	308	15,417	96,740
Saratoga	11,727	2,644	110	107	34	1	112	13,430	62,540
Schenectady, towns	2,644	4,800	110	107	34	1	112	13,430	62,540
City	2,644	4,800	110	107	34	1	112	13,430	62,540
Schoharie	7,072	1,060	32	304	6	5	104	41,209	208,072
Schoyler	3,080	4,639	32	304	6	5	104	41,209	208,072
Seneca	7,806	6,815	135	140	9	15	157	9,430	180,444
Seabrook	13,485	7,078	135	140	9	15	157	9,430	180,444
Suffolk	16,562	3,653	108	159	5	1	139	32,205	123,887
Sullivan	8,454	5,058	88	154	5	1	139	32,205	123,887
Toga	8,068	5,058	88	154	5	1	139	32,205	123,887
Union	8,164	5,058	88	154	5	1	139	32,205	123,887
Unionville	20,325	30,722	163	206	20	6	204	90,050	365,250
Warren	3,132	8,722	48	149	4	3	140	1,020	60,674
Washington	16,167	8,778	130	150	44	3	235	33,227	212,821
Wayne	8,595	7,072	137	150	44	3	235	33,227	212,821
Westchester	28,443	20,572	131	129	28	3	171	136,946	684,435
Windsor	10,254	5,686	103	106	4	1	171	25,517	101,757
Yates	4,210	1,661	37	35	9	6	107	16,145	70,660
Total for towns	601,866	\$395,299	6,084	10,002	920	401	11,422	\$1,758,730	\$10,117,335
Total for cities	153,094	\$158,874	48	48	384	8	440	\$4,073,563	\$19,885,244
Total for State	755,380	\$454,080	6,084	10,050	1,313	409	11,862	\$6,432,293	\$30,012,579

TABLE No. 5.
ABSTRACT of the Financial Reports of School Commissioners for the year ending September 30, 1879.

COUNTIES TOWNS AND CITIES.	RECEIPTS.						
	1	2	3	4	5		6
	Amount on hand Oct. 1, 1878.	Amount ap- portioned to district.	Proceeds of gospel and school lands.	Raised by tax.	Teachers' board.	From all other sources. Other sources not named.	Total.
Albany, towns.	\$5,253 92	\$26,853 42	.....	\$32,173 53	\$4,885 49	\$4,578 56	\$73,774 98
City	51,152 43	47,709 64	.....	137,782 00	.....	4,534 76	241,189 06
Cohoes	23,452 27	10,121 25	.....	22,187 03	.....	1,842 43	59,102 96
Allegany, towns	3,004 81	31,649 91	\$15 28	21,620 23	4,253 19	1,096 96	61,630 44
Broome, towns	2,198 64	25,224 97	261 50	21,640 03	2,784 75	4,102 24	56,212 12
Binghamton	7,815 19	10,062 24	.....	27,000 00	.....	1,263 13	46,140 56
Cattaraugus	4,730 03	35,832 87	7 50	45,942 12	3,737 95	2,371 62	92,381 09
Cayuga, towns.	2,926 80	31,283 44	2,541 23	29,061 83	.....	2,715 64	70,109 45
Auburn	12,218 55	11,757 67	.....	50,438 67	1,600 36	2,097 01	76,530 43
Chautauqua	6,967 78	47,561 82	.....	76,452 67	3,303 18	8,815 48	142,820 60
Chemung, towns.	1,520 84	15,558 20	.....	19,415 12	1,663 16	1,906 01	64,834 53
Elmira	11,848 39	13,155 13	.....	37,865 00	7,613 88	3,331 31	69,611 12
Chemango	1,413 60	33,142 95	1,083 16	23,029 22	.....	1,996 73	65,153 89
Clinton	1,124 90	36,073 20	544 86	28,614 00	1,155 42	4 41	15,872 88
Columbia, towns	2,338 64	25,942 26	.....	33,353 24	.....	1,882 99	39,855 04
Hudson	3,065 18	4,773 29	.....	8,000 00	.....	1,025 09	72,671 78
Cortland	1,404 47	19,422 62	792 40	13,563 10	1,789 56	3,369 66	113,496 13
Delaware	1,036 22	84,594 47	5 10	19,561 68	16,456 22	781 75	51,762 94
Dutchess, towns	6,259 31	38,021 69	3 25	67,542 22	.....	6,545 80	94,062 45
Poughkeepsie	15,969 61	12,273 44	.....	22,768 14	.....	2,067 28	470,844 56
Erie, towns	4,561 85	42,710 08	124 87	40,130 35	.....	15,651 70	60,579 78
Buffalo	131,470 61	60,008 13	.....	257,303 54	1,047 71	1,417 18	49,221 02
Essex	1,927 98	25,906 63	106 92	28,509 49	1,001 75	2,263 95	64,813 09
Franklin	2,694 25	22,075 30	174 55	17,627 50	.....	.....	.....
Fulton	1,353 76	20,567 84	.....	24,633 73	1,648 51	.....	.....
Genesee	2,125 54	21,033 24	.....	36,340 36	.....	.....	.....

Greene.....	1,387 89	22,888 02	.....	27 50	19,978 51	3,891 39	477 97	48,564 38
Hamilton.....	1,150 19	23,151 53	.....	.....	2,864 97	99 75	43 74	8,431 87
Herkimer.....	10,638 84	23,321 73	.....	.....	41,095 08	3,028 31	1,404 77	88,480 67
Jefferson, towns.....	2,880 89	42,519 82	.....	10 00	21,000 00	5,683 27	1,603 88	94,452 84
Watertown.....	.....	7,518 93	.....	.....	20,000 00	.....	3,039 95	30,558 88
Kings, towns.....	26,878 72	14,469 44	.....	.....	44,474 21	.....	10,486 67	96,310 04
Brooklyn.....	347,930 44	283,231 06	.....	.....	711,000 00	.....	70,468 31	1,387,625 80
Lewis.....	2,361 81	22,867 06	.....	59 00	13,069 69	1,999 35	469 57	39,198 22
Livingston.....	1,916 96	31,782 60	.....	829 06	31,433 55	441 01	988 66	62,110 23
Madison.....	4,943 31	31,852 74	.....	.....	34,217 37	1,337 25	8,480 99	73,644 40
Monroe, towns.....	78,402 99	46,514 50	.....	.....	13,710 80	266 00	2,093 35	96,966 00
Rochester.....	1,771 57	21,810 32	.....	139 15	140,000 00	.....	1,864 83	263,872 07
Montgomery.....	.....	588,867 21	.....	.....	84,669 53	372 00	2,843 94	61,635 81
New York.....	7,410 02	25,960 08	.....	413 43	31,531 61	20 25	2,582 15	8,596,910 43
Niagara, towns.....	18,772 43	8,132 72	.....	.....	22,000 00	.....	3,187 19	67,747 45
Lockport.....	6,762 09	57,847 91	.....	720 08	61,914 46	465 00	3,780 19	123,168 75
Oneida, towns.....	34,432 43	20,086 06	.....	.....	49,800 00	.....	1,583 93	106,167 11
Utica.....	8,842 84	44,903 97	.....	3,767 43	57,562 98	372 00	2,684 45	120,743 24
Onondaga, towns.....	54,964 00	23,159 53	.....	250 00	77,500 00	.....	2,897 73	104,408 16
Syracuse.....	9,381 53	32,353 88	.....	311 50	83,933 68	1,114 50	2,307 45	101,066 21
Ontario.....	10,498 11	43,672 84	.....	.....	57,253 68	38 50	1,067 74	121,880 46
Orange, towns.....	526 07	10,351 68	.....	.....	24,367 00	.....	3,553 53	51,976 59
Newburgh.....	1,916 84	20,746 97	.....	416 29	20,839 09	155 80	3,066 87	76,400 28
Orleans.....	3,863 99	40,282 90	.....	62 81	31,428 56	734 84	3,739 68	83,836 68
Oswego, towns.....	1,577 51	8,181 19	.....	.....	16,389 20	7,400 23	2,143 47	27,180 44
City.....	6,714 73	9,559 32	.....	13,731 95	81,547 77	.....	82 10	151,639 04
Oscego.....	1,064 06	80,721 04	.....	.....	31,740 00	.....	4,416 76	64,739 43
Queens, towns.....	19,722 30	9,732 43	.....	70 50	43,065 74	125 50	4,352 31	111,107 42
Long Island City.....	.....	23,369 06	.....	10 00	62,501 00	.....	6,231 82	83,051 49
Rensselaer, towns.....	6,628 55	19,673 63	.....	.....	57,517 95	.....	1,318 51	61,828 72
Troy.....	13,519 84	15,641 04	.....	3,043 91	34,390 25	6,623 94	2,108 42	108,849 97
Richmond.....	5,734 39	6,479 73	.....	.....	34,573 44	.....	.....	98,009 04
Rockland.....	10,378 90	8,479 79	.....	.....	47,453 22	1,025 50	2,027 00	102,698 49
St. Lawrence, towns.....	3,272 47	6,479 73	.....	8 49	15,000 00	.....	49 82	27,224 16
Orleansburg.....	9,822 25	38,632 28	.....	.....	15,000 00	.....	1,076 58	27,151 00
Saratoga.....	1,446 93	6,070 50	.....	.....	15,000 00	.....	1,114 98	52,689 25
Schenectady, towns.....	488 11	24,520 69	.....	.....	15,000 00	.....	753 23	52,647 77
City.....	.....	14,310 69	.....	838 12	15,000 00	.....	2,438 50	66,779 00
Schoharie.....	431 41	8,667 93	.....	1,842 61	15,000 00	.....	2,438 50	102,387 75
Schuyler.....	8,662 08	14,310 69	.....	76 00	15,000 00	.....	3,843 01	102,095 90
Seneca.....	7,600 08	14,310 69	.....	.....	15,000 00	.....	.....	47,780 97
Steuben.....	9,254 72	14,310 69	.....	.....	15,000 00	.....	.....	62,288 65
Suffolk.....	2,272 31	14,310 69	.....	1 10	15,000 00	.....	.....	73,875 43
Sullivan.....	1,624 93	14,310 69	.....	.....	15,000 00	.....	.....	143,575 82
Tioga.....	4,065 39	14,310 69	.....	.....	15,000 00	.....	.....	29,375 26
Tompkins.....	13,430 23	14,310 69	.....	.....	15,000 00	.....	.....	83,857 08
Ulster.....	430 23	14,310 69	.....	.....	15,000 00	.....	.....	.....
Warren.....	5,067 70	14,310 69	.....	.....	15,000 00	.....	.....	.....
Washington.....	.....	14,310 69	.....	.....	15,000 00	.....	.....	.....

TABLE No. 5—(Continued).

	RECEIPTS.						
	1	2	3	4	5		6
					From all other sources.		
					Teachers' board.	Other sources not named.	
COUNTIES.	Amount on hand Oct. 1, 1878.	Amount apportioned to district.	Proceeds of gospel and school lands.	Raised by tax.			Total.
TOWNS AND CITIES.							
Wayne	\$4,725 37	\$36,343 75	\$135 81	\$44,224 75	\$1,527 50	\$2,927 96	\$79,895 14
Westchester	51,099 03	60,724 21	5 04	184,210 58	90 00	10,598 97	306,718 83
Wyoming	1,869 89	22,585 54	.....	24,070 81	263 00	1,306 07	50,785 41
Yates	635 18	14,178 36	.....	15,890 06	3,755 46	1,074 14	35,533 90
Total for towns	\$339,772 35	\$1,706,731 44	\$34,050 72	\$2,248,480 21	\$131,074 15	\$179,499 33	\$4,694,608 50
Total for cities	\$822,147 41	\$1,220,340 41	\$4 07	\$4,471,688 05	.....	\$109,704 44	\$6,623,884 38
Total for State	\$1,161,919 76	\$2,927,071 85	\$34,054 79	\$6,715,168 26	\$131,074 15	\$289,203 77	\$11,318,492 58

TABLE No. 5 — (Continued).

COUNTIES, TOWNS AND CITIES.		PAYMENTS								Total.
7	8	9	10	11	12	13	14	15		
For teach- ers' wages.	For libra- ries.	For school apparatus.	For co-ored schools.	For school- houses, sinks, fences, outhouses, repairs, fur- niture, etc.	For all other incidental expenses.	Forfeited in hands of supervisor: last Tues- day of March, 1879.	Amount re- maining on hand Sept. 30, 1879.			
Albany, town.	\$121 25	\$220 11			\$5,883 80		\$4,587 93	\$73,774 92		
City	901 70	23 90			29,467 61		47,540 05	241,189 08		
Cohoes	188 75	613 35			4,817 63		52,494 06	59,102 98		
Allegany, towns.	307 09	239 28			3,877 37	\$3 13	1,999 56	61,680 44		
Broome, towns.	43 15	104 19			4,215 69		2,077 20	56,212 13		
Binghamton	44,506 63				8,093 35		46,140 56	46,140 56		
Binghamton	26,810 47	619 99			6,194 73		6,907 53	52,381 09		
Cattaraugus	434 57	647 49			5,671 76		3,507 88	62,381 09		
Cayuga, towns	144 33	192 87			6,355 99		2,867 58	70,509 40		
Cayuga, towns	23,757 50	270 43			16,218 86		29,200 41	70,509 40		
Chemung, towns	980 00	306 07			3,913 27		1,542 60	142,820 43		
Chemung, towns	22 21	105 18			3,913 27		1,542 60	38,432 60		
Elmira	24 50	91 11			1,620 78	11 60	1,406 73	64,834 53		
Chemung, towns	484 70	474 64			4,281 01		1,361 90	69,067 07		
Clinton	50,472 90	298 28			10,615 06		1,544 05	63,153 40		
Columbia, towns	52,044 01	697 21	\$298 50		6,814 64		5,318 83	15,872 88		
Hudson	9,050 00	18 00			921 24		5,277 06	33,865 04		
Cortland	31,485 33	425 68			2,857 58		1,147 41	72,671 78		
Delaware	63,674 38	53 39			8,827 60		6,964 65	113,496 13		
Dutchess, towns	84,921 24	508 50	450 61		8,861 41		14,404 91	51,732 94		
Poughkeepsie	23,752 28	277 00			7,326 48		2,943 77	94,082 45		
Errie, towns	2,617 31	207 00			9,023 36	165 33	136,449 48	470,844 56		
Buffalo	277,528 60	201 70	869 58		30,719 72	29 63	80,579 78	60,325 20		
Essex	47,086 66	144 33			6,034 50		2,367 01	60,325 20		
Franklin	34,705 96	186 87			3,798 28		2,068 63	49,321 02		
Fulton	39,350 25	148 41			4,258 73		977 37	48,564 38		
Genesee	28,668 14	93 88			13,901 06	1 96	2,738 87	48,564 38		
Greene	40,213 46	76 29	400 00		3,160 31		1,227 11	6,431 67		
Hamilton	5,452 07	4 85			257 94		7,639 74	88,420 67		
Herkimer	61,813 26	63 28			5,325 55		7,639 74	88,420 67		

Rockland.....	38,722 95	412 02	406 75	320 00	5,559 25	5,171 01	.....	11,028 04	61,028 73
St. Lawrence, towns.....	86,914 10	162 73	204 20	.....	8,739 94	8,700 23	27 46	3,273 83	104,840 97
St. Ogdensburg.....	70,225 00	119 02	.....	.....	2,163 44	3,127 23	.....	8,008 87	123,067 96
Saratoga.....	71,479 08	251 15	230 09	.....	10,966 88	9,217 55	2 33	14,481 24	109,623 42
Schenectady, towns.....	13,195 60	90 35	16 52	.....	2,503 73	1,100 55	.....	.....	17,224 16
City.....	17,946 21	84 50	36 00	.....	3,361 70	2,722 79	.....	.....	24,151 00
Schoharie.....	46,189 37	39 50	54 18	105 00	3,090 86	3,772 27	.....	438 17	53,698 35
Schuyler.....	25,482 45	108 72	43 17	.....	3,341 41	4,298 05	.....	9,305 56	63,779 00
Seneca.....	100,963 37	364 20	156 51	.....	11,678 00	17,060 72	.....	6,604 98	183,867 73
Steuben.....	38,013 09	207 58	276 09	.....	9,017 97	8,856 18	4 07	9,253 16	105,650 80
Suffolk.....	76,419 16	367 72	273 04	615 40	9,243 07	2,443 46	.....	1,781 17	47,700 97
Sullivan.....	37,014 03	32 08	47 16	.....	6,463 05	6,598 32	.....	7,868 98	62,869 65
Tioga.....	42,950 62	134 99	113 48	.....	5,708 30	7,355 17	.....	1,373 43	73,778 43
Tompkins.....	51,718 94	458 38	171 05	.....	12,217 66	10,569 51	9 86	8,564 60	144,875 82
Ulster.....	105,091 86	457 24	888 88	.....	3,469 11	1,896 71	.....	412 30	29,375 25
Warren.....	23,634 17	50 05	11 91	.....	6,293 80	10,394 95	.....	3,370 01	89,867 02
Washington.....	64,211 64	83 33	533 28	.....	12,104 36	7,252 54	.....	3,481 30	89,866 14
Wayne.....	65,751 75	908 49	308 70	.....	33,965 84	20,053 14	2 54	45,859 69	304,718 83
Westchester.....	187,522 34	1,151 30	8,394 94	657 04	3,949 28	3,916 05	1 75	2,545 15	60,788 41
Wyoming.....	40,100 82	89 86	185 40	.....	2,838 67	3,612 87	.....	266 16	85,553 20
Yates.....	28,582 89	21 59	211 02	.....	.....	.....	.....	.....	.....
Total for towns.....	\$3,374,341 50	\$17,612 29	\$29,551 36	\$7,030 79	\$528,694 38	\$426,002 83	\$306 50	\$310,078 55	\$4,694,606 20
Total for cities.....	\$4,226,050 50	\$14,458 83	\$146,957 05	\$40,048 06	\$701,769 83	\$829,302 66	.....	\$659,495 95	\$8,623,884 38
Total for State.....	\$7,600,392 00	\$32,071 12	\$17,800 31	\$33,679 45	\$1,230,464 21	\$1,256,195 49	\$306 50	\$969,574 50	\$11,318,492 58

TABLE No. 6.
 SCHEDULE showing the increase and diminution of the capital of the Common School Fund, during the year ending September 30, 1879.

	Bonds for lands.	Bonds for loans.	Loan of 1840.	Bank stock.	United States stock.	Oswego city bonds.	Money in the treasury.	Total.
Amount of the fund October 1, 1878.....	\$194,034 55	\$142,243 67	\$49,325 00	\$50,000 00	\$30,000 00	\$2,600 00	\$2,637,853 56	\$3,156,032 78
Increase of the fund	6,954 00	.....	.....	.....	415,000 00	.....	122,906 44	544,860 44
Diminution of the fund	\$200,988 55	\$142,243 67	\$49,325 00	\$50,000 00	\$445,600 00	\$2,600 00	\$2,810,765 00	\$3,700,923 22
Amount of the fund September 30, 1879.....	6,151 60	47,682 08	.....	.....	.....	2,600 00	418,294 00	474,637 68
	\$194,838 95	\$94,561 50	\$49,325 00	\$50,000 00	\$445,000 00	.....	\$2,302,561 00	\$3,226,235 54

INCREASE OF THE FUND.		DIMINUTION OF THE FUND.	
Bonds for lands:		Principal of bonds for lands.....	\$6,151 60
Transferred from General Fund.....	\$2,379 00	Principal of bonds for loans.....	47,682 08
Transferred from United States Deposit Fund.....	825 00	Principal of Oswego city bonds.....	2,600 00
For School Fund, land sold.....	3,750 00	Transferred from General Fund.....	2,379 00
Money received into the treasury for:		Transferred from United States Deposit Fund.....	825 00
Principal of bonds for lands.....	\$6,151 60		
Principal of bonds for loans.....	47,682 08		
Principal of Oswego city bonds.....	2,600 00		
From revenue of United States Deposit Fund.....	25,000 00		
From revenue of School Fund.....	40,000 00		
Sale of land	1,472 78	Showing an increase of the fund of	\$70,222 76
	122,906 44		
	<u>\$120,860 44</u>		

SUPERINTENDENT OF PUBLIC INSTRUCTION.

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TABLE No. 7.

STATEMENT of the investment of the capital of the School Fund at close of each fiscal year since its establishment, to September 30, 1879.

YEARS.	BONDS.		LOANS OF			
	For lands sold.	For loans.	1786.	1792.	1808.	1940.
1805.....		\$24,900 00				
1806.....	\$87,874 83	42,800 00				
1807.....	163,407 63	62,778 00				
1808.....	212,246 31	83,403 00				
1809.....	219,995 21	101,501 00				
1810.....	232,702 97	69,633 75				
1811.....	240,370 67	101,924 52				
1812.....	263,743 26	143,965 38				
1813.....	290,542 26	222,540 51				
1814.....	268,124 86	245,034 17				
1815.....	291,424 91	328,107 30				
1816.....	320,165 33	362,076 93				
1817.....	309,383 60	397,980 71				
1818.....	316,434 39	390,000 17				
1819.....				\$500,000 00	\$449,076 00	
1820.....				500,000 00	449,076 00	
1821.....		4,554 57		500,000 00	449,076 00	
1822.....				496,177 50	449,076 00	
1823.....	23,838 39			483,232 87	447,485 25	
1824.....	85,749 12			430,660 92	443,990 50	
1825.....	100,664 46			410,347 06	439,372 50	
1826.....	112,751 28			382,549 40	424,182 50	
1827.....	186,624 59		\$31,624 38	333,486 96	430,121 50	
1828.....	201,611 65	1,500 00	30,095 21	332,564 35	426,303 54	
1829.....	212,421 98	1,500 00	20,665 00	317,860 17	411,332 82	
1830.....	242,615 52	18,900 00	10,137 22	300,073 54	393,461 53	
1831.....	335,233 22	20,850 00	8,611 47	275,591 91	363,985 16	
1832.....	570,009 23	17,863 06	9,159 59	246,337 63	332,092 73	
1833.....	651,510 80	24,650 00	3,394 65	215,037 93	299,433 46	
1834.....	801,646 20	40,665 00	2,826 87	201,000 66	285,193 04	
1835.....	1,098,577 86	176,644 48	2,815 12	179,571 17	260,120 93	
1836.....	1,154,869 48	190,330 89	2,815 12	160,038 95	242,078 44	
1837.....	1,118,098 35	264,330 21	2,815 12	156,106 57	235,917 06	
1838.....	1,094,221 62	287,596 29	2,815 12	150,981 58	232,106 06	
1839.....	1,047,635 80	326,613 63	2,815 12	138,401 74	225,065 22	
1840.....	1,022,200 85	409,087 14	2,815 12	134,506 61	222,086 22	\$1,500 00
1841.....	1,087,534 15	424,118 03	2,815 12	130,792 14	220,346 22	33,200 00
1842.....	1,014,305 07	469,316 11		115,995 72	221,176 95	33,200 00
1843.....	1,001,542 92	367,325 28		113,262 73	219,174 95	33,200 00
1844.....	975,711 18	338,561 87		110,671 23	214,886 26	8,200 00
1845.....	913,361 57	311,883 88		107,472 14	212,214 26	8,200 00
1846.....	887,024 23	293,941 43		105,232 60	208,469 84	8,200 00
1847.....	826,149 19	257,865 33		103,034 15	202,613 03	8,200 00
1848.....	744,854 97	229,901 74		97,363 14	198,771 03	8,200 00
1849.....	703,438 29	246,131 75		89,893 50	191,588 32	12,500 00
1850.....	710,975 40	198,269 02		17,982 86	21,757 81	41,326 00
1851.....	652,435 30	209,034 72		379 50	3,543 46	49,326 00
1852.....	584,010 87	217,845 36			946 45	49,326 00
1853.....	567,829 02	236,734 17			679 45	49,326 00
1854.....	540,932 91	248,963 97			299 31	49,326 00
1855.....	551,458 12	248,967 29			299 31	49,326 00
1856.....	535,226 19	234,233 05			299 31	49,326 00
1857.....	529,697 66	310,227 29				49,326 00
1858.....	515,198 78	349,193 11				49,326 00
1859.....	488,146 07	381,218 09				49,326 00
1860.....	455,210 53	370,253 41				49,326 00
1861.....	422,575 87	408,469 71				49,326 00
1862.....	412,163 73	375,747 61				49,326 00
1863.....	370,388 96	359,461 05				49,326 00
1864.....	335,189 17	285,028 15				49,326 00
1865.....	317,168 43	254,902 83				49,326 00
1866.....	290,303 17	197,388 54				49,326 00
1867.....	265,606 50	200,177 93				49,326 00
1868.....	229,950 08	202,491 66				49,326 00
1869.....	221,734 79	229,888 72				49,326 00
1870.....	214,820 13	215,431 69				49,326 00
1871.....	226,118 68	187,794 30				49,326 00
1872.....	217,008 65	175,379 30				49,326 00
1873.....	235,052 90	157,630 13				49,326 00
1874.....	247,746 89	132,750 54				49,326 00
1875.....	237,488 87	120,128 61				49,326 00
1876.....	229,285 21	145,611 22				49,326 00
1877.....	214,327 23	143,608 24				49,326 00
1878.....	194,034 55	142,243 67				49,326 00
1879.....	191,836 95	94,561 59				49,326 00

TABLE No. 7 — (Continued).

YEARS.	Bank stock.	State stocks.	United States stocks.	Comptroller's bonds.	Money in the treasury.	Bonds for school lands.	Quitrents, arrears of interest, and miscellaneous.	Owego city bonds.	Total amount of capital.
1805					\$1,874 10				\$26,774 10
1806	\$80,000				2,688 13				183,162 86
1807	64,000				16,978 93				307,164 86
1808	70,850				3,606 67		\$20,531 17		390,637 15
1809	79,100				3,350 30		24,231 40		428,177 91
1810	118,500				326 33		28,455 87		483,326 29
1811	165,000				2,338 37		48,831 13		558,464 69
1812	180,000				5,345 54		43,703 89		636,758 07
1813	255,000				35,955 43		36,830 19		822,064 94
1814	270,000				42,548 02		35,750 84		961,457 89
1815	270,000						44,482 92		984,015 13
1816	270,000								982,242 26
1817	264,000								971,364 31
1818	261,000				17,454 53		60,000 00		1,044,889 09
1819	180,000						100,000 00		1,229,076 00
1820	180,000						86,500 00		1,215,526 00
1821	180,000						52,011 41		1,185,641 98
1822	180,000				3,822 50	\$6,646 85	20,064 55		1,155,827 40
1823	180,000	\$13,000 00			8,327 91	8,853 65	7,620 23		1,172,913 28
1824	180,000	13,000 00			89,025 37		27,620 23		1,260,046 14
1825	180,000	168,000 00			9,520 56	11,781 84			1,319,886 46
1826	180,000	220,000 00			11,830 88	12,163 56			1,353,477 64
1827	280,000	220,000 00			97,633 00	11,676 37			1,611,097 80
1828	280,000	320,000 00			70,446 24	23,607 81			1,684,628 80
1829	280,000	395,826 00			45,091 72	26,363 55			1,711,081 24
1830	280,000	407,000 00			83,463 85				1,735,569 66
1831	280,000	407,000 00			61,987 54				1,754,156 40
1832	230,000	327,000 00			2,714 02				1,735,175 28
1833	230,000	330,000 00							1,754,046 84
1834	230,000	230,000 00							1,791,321 77
1835	105,030				52,413 15				1,875,191 71
1836	103,250				64,111 29				1,917,494 17
1837	102,300				39,880 37				1,919,647 68
1838	102,300	1,720 79			55,266 05		\$2,700 00		1,929,707 51
1839	102,300	21,735 91			67,414 57		\$3,000 00		1,932,421 99
1840	102,300	21,735 91			117,542 10				2,033,807 95
1841	102,300	23,200 96			12,302 06				2,036,625 68
1842	102,300	23,200 96			48,797 91				1,968,290 72
1843	102,300	23,200 96			115,066 31				1,975,093 15
1844	102,300	23,200 96			219,384 85				1,992,916 35
1845	50,000	115,500 96		\$51,645 49	320,354 11				2,090,632 41
1846	50,000	115,500 96		51,645 49	413,928 46				2,133,928 46
1847	50,000	115,500 96		51,645 49	555,406 32				2,170,514 47
1848	50,000	280,500 96		451,645 49	143,236 81				2,211,475 14
1849	50,000	228,200 96		656,445 49	64,685 05				2,243,563 36
1850	50,000	213,200 96		884,981 65	152,179 53				2,290,673 23
1851	50,000	213,200 96	1,034,981 65	112,548 13					2,325,449 72
1852	50,000	193,200 96	1,052,981 65	206,578 80					2,354,530 09
1853	50,000	193,200 96	1,054,986 16	230,481 87					2,383,257 23
1854	50,000	193,200 96	1,043,341 33	229,147 49					2,425,211 97
1855	50,000	231,460 96	1,043,341 33	252,667 65					2,457,520 86
1856	50,000	231,460 96	1,043,341 33	347,329 30					2,491,916 14
1857	50,000	231,460 96	1,043,341 33	312,339 00					2,526,392 24
1858	50,000	936,502 29		356,300 00	294,740 34				2,551,260 52
1859	50,000	936,502 29		356,300 00	324,763 71				2,586,251 16
1860	50,000	936,502 29		356,300 00	385,444 45				2,607,036 68
1861	50,000	1,135,057 24		356,300 00	286,173 20				2,625,476 94
1862	50,000	1,135,057 24		356,300 00	279,521 84				2,658,116 42
1863	50,000	1,135,057 24		356,300 00	394,019 08				2,694,532 33
1864	50,000	1,135,057 24		356,300 00	523,312 56				2,734,213 15
1865	50,000	1,165,057 24		356,300 00	603,046 22				2,765,760 77
1866	50,000	1,165,057 24		36,000 00	1,011,555 09				2,799,630 04
1867	50,000	1,165,057 24		36,000 00	1,061,297 67				2,827,465 34
1868	50,000	1,165,057 24		36,000 00	1,054,571 42		\$50,000		2,853,396 40
1869	50,000	1,165,057 24		36,000 00	1,058,010 26		60,000		2,880,017 01
1870	50,000	1,165,057 24		39,000 00	1,133,597 98		51,400		2,915,633 04
1871	50,000	1,165,057 24		36,000 00	1,226,490 30		42,800		2,978,576 52
1872	50,000	1,165,057 24		36,000 00	1,277,547 36		34,200		3,004,313 55
1873	50,000	1,165,057 24		36,000 00	1,310,866 28		28,600		3,029,513 55
1874	50,000	1,165,057 24		36,000 00	1,336,891 73		17,000		3,054,772 10
1875	50,000	1,165,057 24		36,000 00	1,381,706 96		10,400		3,080,107 68
1876	50,000	1,165,057 24		36,000 00	1,422,028 01		7,800		3,105,107 68
1877	50,000		\$30,000 00	250,000 00	2,384,301 31		5,200		3,130,762 78
1878	50,000			30,000 00	2,687,858 56		2,600		3,156,062 78
1879	50,000		445,000 00		2,392,561 00				3,226,285 54

* Treasury notes.

TABLE No. 8.
COMPARATIVE STATISTICS of the Common Schools of the State for the fiscal year ending September 30, 1879, and for
the year ending September 30, 1874.
STATISTICAL.

	1879.			1874.		
	Cities.	Towns.	Total.	Cities.	Towns.	Total.
Number of school districts.....	6,194	11,280	11,280	.....	11,280	11,280
Number of teachers employed at the same time for twenty-eight weeks or more.....	792,749	14,103	20,297	.....	13,370	18,605
Number of children between five and twenty-one years of age.....	41,111	835,973	1,028,727	739,810	837,036	1,598,846
Average number of weeks each school was taught by duly licensed teachers.....	41.1	33.5	34.8	41.0	32.8	35.0
Number of male teachers employed.....	6,370	7,534	8,164	6,522	6,565	7,187
Number of female teachers employed.....	6,298	16,107	23,049	5,567	16,863	22,435
Number of children attending school.....	422,451	697,590	1,030,041	438,049	606,315	1,044,364
Average daily attendance.....	955,558	314,824	570,382	215,907	299,318	515,225
Number of times schools have been visited by commissioners.....	153,994	17,120	17,120	.....	17,987	17,987
Number of volumes in district libraries.....	.....	601,388	753,380	140,735	630,819	831,554
Number of school-houses, log.....	48	90	90	.....	107	107
Number of school-houses, frame.....	384	10,002	10,050	68	9,901	9,969
Number of school-houses, brick.....	8	929	1,313	347	905	1,253
Number of school-houses, stone.....	.....	401	409	10	443	453
Total number of school-houses.....	440	11,422	11,862	425	11,356	11,781

TABLE No. 8 — (Continued).
FINANCIAL.

	1879.			1874.		
	Cities.	Towns.	Total.	Cities.	Towns.	Total.
RECEIPTS.						
Amount on hand at the beginning of the year						
Apportionment of public moneys	\$22,147 41	\$39,772 35	\$1,101,919 78	\$314,304 65	\$238,388 60	\$1,082,003 25
Proceeds of the gospel and school lands	1,220,340 41	1,760,731 44	2,981,071 55	1,070,643 86	1,076,890 24	2,147,534 10
Raised by tax	4 07	24,080 52	74,634 79	44 69	38,553 08	38,598 77
Estimated value of teachers' board	4,471,688 05	2,283,480 21	6,755,168 26	4,941,857 50	2,022,870 01	7,964,727 51
From all other sources	109,704 44	131,074 15	310,778 55	.....	184,109 71	184,109 71
Total	\$6,623,884 38	\$4,694,608 20	\$11,318,492 58	\$6,939,041 84	\$5,359,687 52	\$12,298,729 36
EXPENDITURES.						
For teachers' wages	\$4,226,050 50	\$3,374,341 50	\$7,600,392 00	\$3,880,536 24	\$3,720,882 49	\$7,601,518 73
For libraries	14,458 83	17,612 29	22,071 12	15,070 94	17,942 32	33,013 26
For school apparatus	146,257 95	29,551 86	175,809 31	188,219 32	36,595 96	224,815 28
For colored schools	46,648 66	7,090 79	53,739 45	58,458 18	7,668 37	66,126 55
For school-houses, sites, etc	701,769 83	828,694 38	1,530,464 21	1,146,008 79	816,189 21	1,962,198 00
For all other incidental expenses	829,212 66	436,982 83	1,266,195 49	705,804 95	495,325 60	1,201,130 55
Forfeited in hands of supervisors .....	.....	306 50	306 50	.....	179 33	179 33
Amount on hand at the end of the year	659,495 95	310,078 55	969,574 50	944,943 42	284,804 24	1,229,747 66
Total	\$6,623,884 38	\$4,694,608 20	\$11,318,492 58	\$6,939,041 84	\$5,359,687 52	\$12,298,729 36

TABLE No. 9.
Teachers' Institutes, 1879. Spring Institute.

COUNTIES.	Place of meeting.	Date of beginning.	Number of weeks.	TEACHERS IN ATTENDANCE.			AVERAGE DAILY ATTENDANCE.			Aggregate number of days' attendance.	AVERAGE TERMS TAUGHT BY TEACHERS.		
				Male.	Female.	Total.	Male.	Female.	Total.		Male.	Female.	Total.
Albany.....	Clarksville.....	Feb. 24.....	1	58	44	102	39	29	68	844	8.6	6.4	7.7
Chemung.....	Horseheads.....	March 31.....	1	33	91	124	21	69	90	90	8.0	5.0	6.0
Chenango.....	Norwich.....	June 16.....	1	90	170	260	54	118	172	960	4.8	4.7	4.8
Columbia.....	Plattsburgh.....	April 28.....	1	44	139	183	40	133	173	863	4.0	4.0	4.0
Columbia.....	Ghent.....	June 12.....	1	53	139	192	30	61	91	453	11.3	8.7	9.8
Dutchess.....	Poughkeepsie.....	May 25.....	1	78	164	242	62	130	192	962	14.9	9.8	11.4
Essex.....	East Aurora.....	June 25.....	1	31	72	103	17	46	63	316	1.5	4.9	3.4
Franklin.....	Elizabethtown.....	May 26.....	1	43	104	151	39	90	129	645	5.7	6.6	6.4
Genesee.....	Malone.....	March 31.....	1	23	104	127	20	91	111	554	7.0	3.0	3.0
Jefferson.....	Batavia.....	April 7.....	1	45	171	216	66	132	198	900	4.0	4.0	4.0
Kings.....	Antwerp.....	April 23.....	1	47	143	190	36	116	152	753	4.0	4.0	4.0
Livingston.....	East New York.....	March 24.....	1	21	64	85	16	61	77	386	34.0	5.0	13.0
Madison.....	Danville.....	June 5.....	1	41	100	141	26	81	107	530	5.0	5.0	5.0
Medina.....	Morrisville.....	May 2.....	1	26	103	129	14	83	96	483	9.6	7.0	7.5
Orwell.....	Rome.....	March 24.....	1	30	146	176	13	70	83	413	10.0	3.0	5.0
Ontario.....	Manlius.....	April 7.....	1	87	187	274	51	114	165	828	3.0	5.0	4.0
Oswego.....	Canandaigua.....	May 5.....	1	33	112	145	18	114	88	443	9.2	4.0	5.0
Putnam.....	Sandy Creek.....	May 9.....	1	30	130	160	23	97	120	600	6.0	4.1	4.2
Queens.....	Brewsters.....	June 9.....	1	15	13	48	11	25	36	182	14.3	10.0	11.4
Richmond.....	Jamaica.....	May 19.....	1	52	146	198	41	117	158	791	23.0	10.6	13.6
Rockland.....	Stapleton.....	April 21.....	1	29	60	89	27	64	91	404	23.0	10.6	13.6
Saratoga.....	Spring Valley.....	April 23.....	1	31	30	61	23	20	43	214	17.0	13.0	15.0
Schoharie.....	Saratoga Springs.....	May 5.....	1	28	95	123	18	81	99	495	8.4	6.8	7.1
Schuyler.....	Watkins.....	March 24.....	1	20	55	75	13	47	60	303	2.0	2.0	2.0
Steuben.....	Bath.....	March 3.....	1	43	108	151	34	82	116	580	4.4	3.5	3.7
Suffolk.....	Patchogue.....	March 31.....	1	69	145	214	60	119	163	815	9.5	7.2	7.9
Wayne.....	Marion.....	April 14.....	1	85	217	302	60	130	240	1,202	5.5	4.0	4.5
Westchester.....	White Plains.....	May 12.....	1	62	156	247	46	120	166	839	15.6	11.8	12.8
Yates.....	Penn Yan.....	April 21.....	1	41	182	223	23	61	84	419	7.0	6.0	6.0
Total.....	.....	.....	.....	1,338	3,267	4,605	831	2,480	3,411	17,072	9.1	6.1	7.1

TABLE No. 9—(Continued).
Teachers' Institutes, 1879. Fall Institute.

COUNTIES.	Place of meeting.	Date of beginning.	Number of weeks.	TEACHERS IN ATTENDANCE.			AVERAGE DAILY ATTENDANCE.			Aggregate number of days' attendance.	AVERAGE TERMS TAUGHT BY TEACHERS.		
				Male.	Female.	Total.	Male.	Female.	Total.		Male.	Female.	Total.
Albany.....	Adamsville.....	August 4.....	1	21	54	75	13	31	44	221	15.4	7.0	9.4
Allegany.....	Friendship.....	August 18.....	1	150	290	440	130	170	300	1,503	6.0	4.9	5.2
Broome.....	Binghamton.....	Sept. 1.....	1	64	132	206	58	125	183	915	3.2	5.0	4.4
Cattaraugus.....	Olean.....	Nov. 10.....	1	53	103	156	37	79	116	580	4.5	8.0	6.8
Cayuga.....	Moravia.....	Oct. 20.....	1	80	153	233	60	121	181	908	4.0	4.5	4.4
Chautauque.....	Jamestown.....	Sept. 1.....	1	85	171	256	55	122	187	935	4.5	7.8	6.7
Chemung.....	Horseheads.....	Sept. 15.....	1	59	121	180	35	86	121	604	7.4	5.8	6.4
Chenango.....	Oxford.....	Sept. 17.....	1	61	68	129	40	46	86	430	3.9	6.0	5.0
Columbia.....	Germanatown.....	Nov. 10.....	1	20	37	67	21	30	51	255	10.5	9.9	10.2
Cortland.....	Cortland.....	Sept. 15.....	1	58	111	169	44	90	134	659	2.7	4.1	3.6
Delaware.....	Delhi.....	Sept. 1.....	1	129	155	284	109	118	227	1,135	3.4	6.3	5.0
Erie.....	Lancaster.....	Sept. 8.....	1	49	87	136	28	37	65	324	6.1	8.7	7.7
Essex.....	Schroon Lake.....	Nov. 11.....	1	21	60	81	28	46	76	383	6.5	6.5	6.5
Fulton.....	Gloversville.....	August 25.....	1	61	102	163	35	58	93	489	8.6	7.8	8.1
Genesee.....	Batavia.....	Sept. 8.....	1	97	128	225	45	86	131	672	6.2	6.3	6.3
Greene.....	Hensonsville.....	August 25.....	1	98	125	224	66	85	144	723	3.8	4.9	4.4
Herkimer.....	Herkimer.....	Sept. 23.....	1	109	174	283	62	120	182	946	6.1	7.1	7.1
Jefferson.....	Watertown.....	Sept. 23.....	1	138	186	324	103	132	235	1,171	3.6	6.3	5.3
Lewis.....	Martinsburgh.....	Sept. 22.....	1	88	125	213	72	90	112	662	3.5	5.1	5.2
Livingston.....	Genesee.....	Sept. 22.....	1	99	135	234	70	90	125	649	5.0	7.9	6.8
Madison.....	Canastota.....	Sept. 22.....	1	63	94	157	16	32	50	249	5.0	5.0	5.0
Monroe.....	Pittsford.....	Sept. 22.....	1	71	145	216	43	100	143	716	6.6	6.4	6.5
Montgomery.....	Canajoharie.....	August 25.....	1	79	169	248	41	68	109	544	12.9	9.6	11.0
Niagara.....	Lockport.....	Oct. 7.....	1	75	153	228	56	120	176	752	5.1	6.0	5.8
Oneida.....	Rome.....	Sept. 28.....	1	114	190	304	64	116	179	852	6.3	6.8	6.9
Ontario.....	Baldwinsville.....	Oct. 6.....	1	116	180	296	57	97	154	770	3.6	6.4	5.3
Oranget.....	Canandaigua.....	Oct. 6.....	1	96	173	269	65	128	193	968	4.9	6.6	6.0
Orleans.....	Monroe.....	August 1.....	1	85	179	264	21	49	70	352	10.5	8.0	8.9
Oswego.....	Ridgely.....	Sept. 23.....	1	96	163	259	40	109	157	787	3.4	4.2	3.9
Owego.....	Fulton.....	Oct. 13.....	1	97	162	259	60	103	163	853	5.7	5.5	5.5
Seneca.....	Seneca.....	Sept. 23.....	1	122	190	312	107	149	256	1,240	3.5	3.7	3.6
Rensselaer.....	Poestenkill.....	August 18.....	1	53	106	164	42	68	110	562	11.3	7.0	8.5

St. Lawrence.....	Potdam.....	August 25.....	1	61	144	305	43	109	152	759	4.0	7.0	6.1
Saratoga.....	Belliston.....	Oct. 27.....	1	30	124	184	51	101	152	759	6.3	6.4	7.8
Schoharie.....	Schenectady.....	Sept. 15.....	1	30	61	91	17	33	50	251	7.1	6.6	6.8
Schuyler.....	Middleburgh.....	Oct. 20.....	1	200	205	405	135	139	274	1,371	4.6	3.1	3.9
Seneca.....	Watkins.....	Oct. 27.....	1	50	78	126	43	58	101	505	4.6	5.5	5.2
Steuben.....	Ovid.....	Oct. 6.....	1	69	78	145	53	65	120	603	8.4	6.3	7.2
Sullivan.....	Addison.....	August 11.....	1	90	170	220	63	129	192	981	2.8	5.6	4.7
Tioga.....	Monticello.....	Sept. 1.....	1	55	92	147	39	69	108	542	4.8	5.6	5.3
Tompkins.....	Waverly.....	August 13.....	1	54	139	183	40	130	179	898	5.2	7.4	6.7
Ulster.....	Ithaca.....	Oct. 6.....	1	82	155	237	63	124	180	930	4.7	6.2	6.7
Warren.....	Kingston.....	Oct. 13.....	1	67	115	182	52	94	146	729	15.2	10.4	12.2
Washington.....	Warrensburgh.....	Sept. 8.....	1	43	134	178	34	106	142	712	3.3	7.5	6.3
Wayne.....	West Hebron.....	August 25.....	1	75	157	223	42	103	145	723	3.4	4.2	3.9
Westchester.....	Wolcott.....	Oct. 20.....	1	157	214	371	116	161	277	1,387	4.1	4.5	4.4
Wyoming.....	Warsaw.....	Oct. 13.....	1	50	155	245	52	100	150	751	4.3	4.9	4.7
Yates.....	Penn Yan.....	Sept. 22.....	1	57	75	128	39	89	91	459	7.8	7.5	7.6
Allegany & Cattaraugus reservation.....	Versailles.....	Dec. 1.....	1	30	43	73	24	36	60	301	3.4	8.3	6.2
Total.....	.....	.....	...	3,673	6,258	9,934	2,547	4,449	6,996	35,036	5.5	6.1	6.0

TABLE No. 10.
 STATISTICS of Attendance, from reports of Local Boards, for the year ending September 30, 1879.
 NORMAL SCHOOLS.

LOCATION.	Established.	Opened.	DEPARTMENTS.	ATTENDANCE DURING THE YEAR.			AVERAGE AGES.		GRADUATED 1879.		WHOLE NUMBER OF GRADUATES.	
				Pupils.	Total.	Average.	Total.	Male.	Female.	Male.	Female.	Total.
Albany.....	1844	1844	Normal	530	645	295	123	21.5	19.5	80	40	70
			Model	115	68	68	123					1,480
Brockport.....	1866	1867	Normal	386	218	218		19	19.1	8	16	24
			Academic	187	75	75						160
			Intermediate	170	111	111	517					
Buffalo ..	1867	1871	Primary	187	930	113	517	17.9	17.6		13	15
			Normal	292	184	184						167
			Academic	1	4	4				7		160
			Primary	271	570	292	800					
Cortland.....	1868	1868	Normal	384	177	177		20	19	7	12	19
			Academic	23	14	14						183
			Intermediate	117	76	76	423					
Fredonia ..	1868	1868	Primary	211	719	108		18.5	18.9	4	10	23
			Normal	170	166	166						226
			Academic	60	41	41						
			Intermediate	180	75	75						
Geneseo.....	1867	1871	Primary	312	643	178	300	19.3	19	11	16	27
			Normal	812	70	70						108
			Academic	108	60	60						
			Intermediate	185	113	113	451					
Oswego	1863	1863	Primary	159	701	701		21	21	7	46	53
			Normal	865	280	280						81
			Junior	197	134	134	574					812
Potsdam	1866	1869	Primary	253	813	151						
			Normal	302	170	170		19.6	20	6	11	17
			Academic	37	29	29						47
			Intermediate	68	60	60						126
			Primary	98	603	76	335					
Total.....					5,616		3,313			73	175	948
										1,195	3,244	4,439

TABLE No. 10—(Continued).
FINANCIAL STATISTICS, from reports of Local Boards, for year ending September 30, 1879.

SCHOOL.	VALUE OF SCHOOL PROPERTY.				MONEYS RECEIVED.				
	Lots and buildings.	Furniture.	Library and apparatus.	Total.	Balance with Local Board, Oct. 1, 1878.	From the State.	From academic, intermediate and primary tuition.	From other sources.	Total.
Albany	\$75,000	\$4,000	\$6,500	\$85,500	\$228 89	\$21,359 98	\$913 50	\$4 50	\$22,504 87
Brookport.....	125,000	5,000	10,000	140,000	989 98	17,381 28	2,316 45	.....	20,687 71
Buffalo	100,000	7,044	7,214	114,258	595 43	17,356 81	215 00	.....	18,167 23
Cortland	83,750	6,500	8,268	108,516	1,826 45	27,827 00	98 00	18 00	29,867 45
Fredonia	97,000	5,500	7,233	109,733	450 61	17,743 41	323 00	13 41	18,530 43
Geneseo.....	106,000	5,500	7,750	119,250	306 84	18,400 87	1,402 60	.....	20,110 81
Oswego	70,000	5,500	10,500	86,000	7,432 75	48,261 64	.....	.....	55,794 39
Potsdam	98,318	5,529	8,088	111,413	227 84	17,436 33	910 55	.....	18,574 73
Total	\$766,568	\$44,573	\$65,529	\$876,670	\$19,066 82	\$185,967 40	\$6,177 10	\$35 91	\$304,237 23

(A.)

CHAMBER OF COMMERCE OF THE STATE OF NEW YORK.

NEW YORK, *January 10, 1880.*

Hon. NEIL GILMOUR,

Superintendent of Public Instruction:

SIR.—I have the honor to transmit herewith a copy of the report of the annual examination of the Nautical School of the Port of New York, made on the 17th of October last, by the Council appointed by the Chamber of Commerce.

Very respectfully, your obedient servant,

GEORGE WILSON,
*Secretary.*ANNUAL EXAMINATION OF THE NAUTICAL SCHOOL OF THE PORT OF
NEW YORK.

REPORT OF COUNCIL.

To the Chamber of Commerce:

The Council of the Nautical School of the Port of New York respectfully beg to report:

That, on the morning of Friday, October 17, 1879, the annual inspection of the school was begun by your Council, aided by Captains George W. Gilchrist and Joshua F. Grozier and the secretary of the Ship-Masters' Association, Captain James Parker, who, at the request of the council, acted as experts in conducting the examination. This report is herewith appended.

Since the last examination a change has been made in the command of the "St. Mary's," which is now in charge of Captain Henry Erben, U. S. N., with whom are associated the following officers: Lieut. John J. Hunker, Executive Officer; Lieut. George A. Norris and Lieut. Arthur P. Osborn, Instructors, and Surgeon John W. Ross.

The needs of the service having made the retirement of Captain Phythian necessary, according to the decision of the Honorable Secretary of the Navy, it is a subject of congratulation that Captain Erben should have been selected as his successor. Your Council feel assured that the excellent management of the school under Captain Phythian will be perpetuated with Captain Erben, and in this regard, that there will be no impairment of its efficiency or results.

Your Council will not enter into the details of the examination, which occupied several hours, and which, in most respects, resembled those of former years. In the report of the committee of experts will be found a full account of the methods employed to test the capacity

of the boys in seamanship and other branches of nautical study which make up the course of education, and in these the scholars exhibited a satisfactory proficiency.

The usual neatness, order and discipline were observable, as well as the existence of those relations between the scholars and their officers, which form so important an element in the conduct of a school like this.

The health of the young men has been unusually good, and your Council need only refer to the report of Surgeon J. W. Ross, accompanying this, as a corroboration of this statement.

The average daily attendance has been 122, and the graduates this year number 56. Three of the latter received the medals annually awarded by the Chamber. Their names are as follows: James Joseph Wait, silver medal; Burr Charles Miller, bronze medal; John James Crewley, bronze medal; and to James Edward Stone a marine glass was given by the officer of the ship, as a reward for excellence in marling-spike seamanship and sail making.

The closing exercises were attended by a large number of ladies and gentlemen, which is a gratifying evidence of the interest felt in the school. Hon. William E. Dodge made the presentations of the awards, and the boys were favored with addresses from the Rev. Dr. John Hall, Rev. Dr. George D. Wildes and Mr. William Wood, and Mr. David Wetmore, of the Board of Education.

Your Council have no special recommendations to make as to the future conduct of the school, which is undoubtedly in a satisfactory and progressive condition. The Board of Education have every disposition to provide liberally for the maintenance of the school, and your Council are not aware that any thing is needed which will not be furnished on the proper application. A proof of the utility of this effort to improve the character of the men employed in our mercantile marine is shown in the growing favor with which the scholars are regarded by ship-owners and masters, and the desire to obtain them after their graduation. Of those who have graduated during the year, 45 have been provided with positions on vessels sailing from this port for distant countries.

Your council, in closing, will allude to the change contemplated by the Honorable Secretary of the Navy, in the substitution of the "Supply" for the "St. Mary's." It is hoped that the representations of this Chamber, added to the expressions of individuals on the subject, will prevent such change, for it is the opinion of your Council and of the committee of experts, that it would be destructive of the best objects of the school, and probably of its very existence. The reasons for this opinion were formulated in the resolutions passed by this body on the 2d of October, 1879, and need not be again given. Your Council think that for the present, at least, no attempt will be made to disturb the existing status of the school.

All of which is respectfully submitted.

(Signed)

CHARLES H. MARSHALL,
JOHN S. BARNES,
THOMAS P. BALL,

Council of the Nautical School.

NEW YORK, January 7, 1880.

REPORT OF EXPERTS.

NEW YORK, October 25, 1879.

Messrs. CHARLES H. MARSHALL, JOHN S. BARNES, and THOMAS P. BALL, *Council of the Nautical School of the Chamber of Commerce:*

GENTLEMEN.—We have the honor to state that, at your request, we have made an examination of the Nautical School Ship “St. Mary’s,” and have to report as follows:

On Friday, October 17, 1879, we proceeded on board the ship then lying at anchor in the East river, off South ferry.

The scholars of the school were first mustered in line on deck, for personal examination. Each boy had his bag of clothing. We made careful inspection of the person and clothing of each, and found both very neat and clean. The general appearance of the boys impressed us most favorably. They were as fine looking a set of boys as could have been gotten together on any occasion.

We next proceeded to examine the ship herself. We found her a model of order and neatness; clean as a new pin, and in every way well calculated for the work and purposes of the Nautical School.

The boys were now assembled on the lower deck, where we found many specimens of their handiwork, such as knots and splices, both in hemp and wire, sewing and sail work, both round and flat seams. Some of the sail work would do credit to the best sail lofts.

Some of the boys in our presence gave examples of their expertness in knotting and making long and short splices, eyes, bends, etc., and, generally, in doing such things of this nature as are required to be done in the emergencies of ship-board.

We examined them in regard to making lead and log lines, boxing the compass, steering, etc.; also in navigation, as to their knowledge of the various simpler methods of finding the ship’s position at sea, latitude by meridian observation, longitude by chronometer, the connections of the sun’s altitude for dip, parallax, semi-diameter and refraction, and how each was to be applied. Each seemed to vie with the others in readiness to answer the questions put; and we were much gratified to note their general proficiency in these particulars.

We also made careful examination as to the messing and berthing of the ship, and into her general sanitary condition, also as to the food served out. We find everything relating to these particulars to be perfectly satisfactory.

We were unable, from want of time, to attend upon the afternoon evolutions with sails and running rigging. In regard to these, Capt. James Parker will make report.

We cannot close this report without a word as to the general discipline of the ship, and the general content which seemed to prevail amongst the scholars, with their officers and teachers.

We closely questioned several of the boys in regard to this latter point, although the generally happy looks and actions of all on board seemed to make such an inquiry useless. The superintendent and his assistants seem to combine those happy qualities which enable them to preserve the strictest discipline, without interfering with the happiness and contentment of their subordinates.

To the superintendent, Commander Henry Erben, U. S. Navy, and the other officers of the ship, we desire to express our pleasure at the readiness they exhibited to enable us to make our examination thorough and complete.

As shipmasters of long standing and experience in the merchant service, we desire to say, that we consider that all those who have been instrumental in bringing the Nautical School to its present working efficiency, are deserving of the gratitude of their countrymen. "By means of this school a boy, who faithfully profits by it, may become in two years nearly as efficient a sailor as, under the old system, in nearly half a life-time."

We earnestly hope that the navy department will not fail to allow the "St. Mary's" to remain in her present sphere of usefulness, as a Nautical School for the merchant marine.

Thanking you, gentlemen, for the honor and pleasure you have conferred upon us, by choosing us for the performance of this duty,

We are, very respectfully,

(Signed)

GEORGE W. GILCHRIST,
JOSHUA F. GROZIER,

Shipmasters.

I have carefully read all that has been written by Captains Gilchrist and Grozier, and fully concur in the same. I was, at your request, present, and witnessed the performance of the evolutions with sails, spars and rigging. These were as follows: Sails were loosed to royal; all sail was made to royals inclusive; royals were taken in, and top-sails single reefed, hoisted and top-gallant sails set over them; top-gallant sails were taken in and top-sails double reefed; reefs were shaken out of the top-sails and the top-sails hoisted; a reef was put into the fore-sail, then shaken out; all sail was then clewed up and furled. From the time "All hands loose sails" was called until the sails were furled, as above stated, only forty minutes elapsed.

The undersigned has had long experience in the navy, and there were several other naval officers on board. We were all agreed that we had rarely seen those evolutions performed in less time, or with less noise and confusion, than in this case. It indicated a high state of discipline and efficiency.

Yours, very truly,

(Signed)

JAMES PARKER,

Secretary American Shipmasters' Association.

REPORT OF SURGEON.

NEW YORK NAUTICAL SCHOOL SHIP "ST. MARY'S," }
NEW YORK CITY, December 1, 1879. }

SIR.—I have the honor to report, that among the most important diseases which have occurred on board this vessel within the last twelve months, were catarrh, diarrhoea, intermittent fever, influenza and tonsillitis.

The average duration of these cases was very brief, and they have all ended in complete recovery. In addition there have occurred a considerable number of slight injuries and temporary indispositions,

producing no incapacity for duty, and of not sufficient importance to be recorded.

The average daily number of persons on board during the year has been about one hundred and twenty-two.

It is apparent that the percentage of sickness is very small, probably considerable less than it would have been among the same individuals at their homes. The reasons for this are, that the ship has been kept unusually dry (dryness and health always going hand in hand on shipboard), well ventilated, comfortably warm, and all other possible precautions for the *prevention* of disease carefully observed.

All candidates for admission into the Nautical School are very carefully examined physically, and only those in perfect health passed. It is taken for granted that every boy admitted will become a sea-faring man by profession. While the hardships and exposure of a sailor's life develop the highest degree of health and vigor in sound persons, they are generally very injurious to those of delicate constitutions.

The rule is, that no boy weighing under one hundred pounds, or measuring less than five feet in height is received, but this is not rigidly adhered to, well-developed, vigorous boys being admitted, even though they do not fully reach the above standard.

Very respectfully, your obedient servant,

(Signed)

J. W. ROSS,

Passed Assistant Surgeon, U. S. N.

Commander HENRY ERBEN, U. S. N.,

Commanding Nautical School-Ship "St. Mary's."

A true copy.

GEORGE WILSON,
Secretary.

(B.)

REPORT OF EXAMINING COMMITTEES FOR STATE CERTIFICATES.

ALBANY, N. Y., July 23, 1879.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction:

SIR.—The undersigned, designated by you to conduct the examination for State certificates, in this city, respectfully report that three candidates presented themselves for examination, namely:

E. L. Collier, of Coxsackie, N. Y.

J. H. A. Fitch, of New York city, N. Y.

Peter E. Tarpey, of Ft. Montgomery, N. Y.

After carefully weighing the results we recommended that the certificate be issued to Messrs. Fitch and Tarpey.

The acquirements of Mr. Collier are ample to entitle him to the same honor, but in view of his brief experience, we recommend that a certificate be issued to him, after he has furnished the Department with satisfactory evidence of one year's further successful experience, and we also recommend that a communication be addressed to Mr. Collier embodying this decision.

Allow us to suggest that the limited number appearing is not wholly a matter of regret, but rather shows that it is well understood that excellent preparation only will obtain the boon. On the other hand, the

fact that those who did appear evinced so high a grade of scholarship, is evidence of the high estimation in which the certificate is now held, and its eminent usefulness in elevating the standard of culture among the professional teachers of this State.

We have the honor to be your obedient servants,

CHARLES W. COLE,
JOHN KENNEDY.

BINGHAMTON, N. Y., July 24, 1879.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction:

SIR.—At the examination of teachers held here yesterday and the day before, five candidates presented themselves, of whom two withdrew before the examination closed. Of the remaining three, two have passed and one has failed.

Miss Fannie Webster, of Binghamton, is a teacher in the city, with an excellent reputation, as is attested by the superintendent of schools and members of the board of education. She has had an experience in teaching of more than ten years, and she has been uniformly successful. Her papers are nearly all marked 100, and her general standing in all the studies is 96. Her answers to the questions showed a broad and comprehensive knowledge of the branches taught, and also a remarkable familiarity with professional principles.

Mr. Henry L. Fowler, of Binghamton, is also a teacher in the city, of good reputation. He has taught twenty-one terms, and has given good satisfaction. His examination was exceedingly creditable, his average standing being 91.

We recommend that State certificates be issued to these two.

Truly yours,

JAMES JOHONNOT,
GEORGE L. FARNHAM,
Examiners.

OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION, {
BROOKLYN, N. Y., July 31, 1879.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction:

SIR.—The undersigned examiners appointed by you to examine into the qualifications of candidates for State license as teachers, beg leave to offer the following report:

That the examination was duly held in the office of the Superintendent of Public Instruction in Brooklyn, on the 22d, 23d and 24th days of July, and that eleven candidates presented themselves, all of whom were found properly qualified to be awarded a State certificate; the following names are of the candidates so entitled:

Watson S. Allen, Matteawan, N. Y., Dutchess Co.

Edward B. Shaw, Greenport, L. I., Suffolk Co.

Peter L. Wall, 41 Butler St., Brooklyn, Kings Co.

George F. Stackpole, Riverhead, L. I., Suffolk Co.
 Charles A. O'Reilly, 42 Hanson Place, Brooklyn, Kings Co.
 Alonzo A. Ashmun, East New York, Kings Co.
 Florence E. French, Sag Harbor, L. I., Suffolk Co.
 Olivia Conner, Scotchtown, Orange Co.
 Isaac E. Young, Westchester, Westchester Co.
 Mary S. Mills, Port Byron, Cayuga Co.
 James F. Carrier, 41 Butler St., Brooklyn, Kings Co.

Your committee believe that a more extended notice should be given throughout the State by the press, school commissioners and the teachers' institutes, to teachers, so that all who desire, may enter the examination; also, that the examination be held, either just after the close of the school year, or the week preceding the beginning; and that the examination continue three days.

Your committee believe, also, that the efficiency of the examination would be increased, if an oral examination should supplement each written examination.

All of which is respectfully submitted.

THOS. W. FIELD,
 ESMOND V. DE GRAFF.

BUFFALO, N. Y., July 23, 1879.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction:

SIR. — At an examination of teachers who were applicants for State certificates, held at the city of Buffalo on the 22d and 23d days of July, 1879, the following gentlemen were successful in passing the examination required by the Department of Public Instruction:

Henry O. Sibley, Royalton, Niagara Co.

William E. Prentice, Batavia, Genesee Co.

Three other gentlemen attempted the examination, but failed.

We hereby recommend that you issue State certificates to Messrs. Sibley and Prentice.

C. T. BARNES,
 CHRISTOPHER G. FOX,
Committee.

ELMIRA, N. Y., July 24, 1879.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction:

SIR. — The committee appointed to examine candidates for State certificates at Elmira, on the 22d and 23d days of July, 1879, respectfully report that such examination was held as prescribed.

Six candidates, representing three different counties in the State, were present and furnished testimonials of character as well as of successful teaching.

During the first day, the session was at the high school building; the sessions of the second day and of the evenings were held in the rooms of the board of education, the latter place being more accessible and better lighted for evening work.

The examinations were partly written and partly oral, and covered the following subjects, viz.: Reading, spelling, penmanship, drawing, arithmetic, grammar and analysis, composition, geography, book-keeping, civil government, United States history, natural sciences, rhetoric, algebra, geometry, general history, general literature, school law, methods, and school economy.

All of the candidates were present during the entire examination and did creditable work; and after a careful examination of the papers, and due consideration of the oral work, the committee take great pleasure in hereby recommending the following persons as entitled to State certificates, viz.: Henry Hurd Roberts, Rock Stream, Yates county; and Miss Helen M. Searles, Addison, Steuben county.

The committee desire to express their unqualified indorsement of the plan of granting State certificates only upon a fair examination, believing that it is an advance step in education in our State, and that it will greatly aid in elevating the teachers' profession.

Respectfully submitted,

R. E. POST,
M. M. MERRELL.

PLATTSBURGH, N. Y., July 24, 1879.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction:

SIR.—At the examination appointed by you to be held in Plattsburgh, commencing July 22, 1879, the following candidates presented themselves:

B. Warren Severance, of Willsborough, Essex Co., N. Y.

S. H. McIntyre, of Peru, Clinton Co., N. Y.

M. Kate Sperry, of Plattsburgh, Clinton Co., N. Y.

Mary E. Marshall, of Plattsburgh, Clinton Co., N. Y.

As the result of the examination we heartily commend to you each of the four candidates as a person worthy, in our judgment, to receive a "State certificate." All of which we respectfully submit.

A. J. ROBB,
JOHN B. RILEY,
Examining Committee.

SYRACUSE, N. Y., July 23, 1879.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction:

SIR.—The examination of candidates for State certificates was commenced at this place yesterday, at 2 o'clock, P. M.

Eight persons entered the list, two of whom withdrew at night, the remaining six went through; the result being creditable to all, except one; five were passed. We therefore recommend to you the following named persons, as being worthy and qualified to receive State certificates from you, to wit:

Charles E. Allen, of Chittenango, Madison county.

John D. Wilson, of Manlius, Onondaga county.

A. Edgar Allen, of Manlius, Onondaga county.

Mary A. Cawfield, of Geneva, Ontario county.

Lyman B. Blakeman, of Brookfield, Madison county.

Respectfully, your obedient servants,

CHARLES T. POOLER,
EDWARD SMITH.

WATERTOWN, N. Y., July 24, 1879.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction:

SIR. — At the examination for State certificates, held in the high school building in Watertown, July 22d and 23d, 1879, four candidates presented themselves; two of whom, Charles D. Larkins, of Adams, Jefferson county, and John A. Burns, of Redwood, Jefferson county, passed a creditable examination in all of the subjects prescribed by the Department of Public Instruction, and gave satisfactory references and testimonials as to character.

Having also found them to be qualified as to age and experience in teaching, we recommend them as suitable persons to receive State certificates.

Respectfully,

FRANCIS P. LANTRY,
CHARLES R. SKINNER,
Examiners.

(C.)

REPORT OF THE PRINCIPAL OF THE NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction:

SIR. — Sixty-two years of thoughtful sympathy and patient endeavor have given this institution a relation to the education of the deaf and dumb in this country, which gives it a peculiar claim to respect and confidence. One hundred and seventeen different teachers, many of them men and women of much more than ordinary ability and culture, have here given instruction to 2,832 individuals, who, but for

their labors, would have been isolated, by want of hearing, from all participation in the enjoyments and responsibilities of social existence.

From feeble beginnings, with but few pupils, in the development of whose minds recourse was, at first, had to merely tentative processes, the institution has grown to be the largest of the kind in the world, and has established a settled course of procedure in which nothing is overlooked or neglected which can contribute to the benefit of the objects of its care.

The number of pupils under instruction, within the year ending September 30, 1879, was 578, of whom 353 were males and 225 females. They were supported as follows: By the State of New York, 312; by the various counties, 188; by the State of New Jersey, 70; and by parents, guardians or friends, 8. The average number in attendance has been 505, divided, at present, into 307 males and 198 females. The number of teachers including the principal is 19, of whom 11 are males, and 8 are females. Of these, 10 are hearing and speaking gentlemen and ladies of liberal education, and 9 are deaf, having been selected from among the most distinguished of our graduates.

The course of instruction is the result of a careful and long continued investigation into the principles of mental philosophy, and of the structure of language. Its fundamental design is to give the pupils a mastery of the English language, of which, in the majority of cases, they have no knowledge whatever when they are admitted into the institution, and it is in accomplishing this that the main force of the teacher's efforts is expended, and his special skill is called into exercise. The method now adopted is based upon object teaching in connection with natural actions, but is progressive, systematic, and thorough. The primary steps do not involve the use of gestures, the intention being to habituate the pupils to associate written language, as early as possible, directly with objects before them, and with acts performed in their presence. Subsequently, however, the sign language, which is the natural expression of the deaf-mute's thought, is employed with signal advantage, in the interpretation of words and sentences, and in quickening the intellect. This language has two forms. The one is ideographic or pictorial, and has for its basis ideas, rather than words. The other is verbal, and is adapted to the rendering of words as they follow each other in the sentence. With the deaf it bears the same relation to language, in its written or printed forms, that vocal enunciation does with those who hear, with this advantage over spoken words, that every gesture is significant. It may be appropriately called the pronunciation of the mute. Each of these classes of signs is in constant requisition, both in imparting instruction and in testing understanding. When the teacher desires to make sure that his pupil understands a given sentence, he requires him first to indicate, by an appropriate sign, the meaning of each word in its order, and, this done, to give by ideographic signs the thought embodied in this form of expression. It has, however, been found that constant practice with verbal signs gives to connected language such a significance that the other method soon becomes unnecessary, except with that large class of phrases and clauses which have practically the force of a single word, but which, for want of such word, or with a

view to its avoidance, involve a degree of circumlocution puzzling to minds which grasp with difficulty any but the most direct forms of expression. There is, however, a use for ideographic signs for which there can be no substitute. They form the only vehicle for eloquence to which the deaf can be made sensible, producing on their minds the same effects which tones of voice and play of expression produce upon the minds of those who hear. They are, therefore, most valuable as a means of persuasion and of imparting a knowledge in the most effective way of facts and principles. They are the soul of religious worship. They are the life of all public gatherings of the deaf.

The sign language is not, as many suppose, an impediment in the path of a deaf-mute's acquisition of written language. It is, on the contrary, a most valuable aid, one which he can, for a long time, no more dispense with than the unpracticed hearing reader or writer can dispense with mental speech. Constant practice, however, in both cases, results measurably in a similar ability to attach ideas directly to language in its written or printed forms, without the intervention of either signs or sounds.

To give a deaf-mute an artificial speech, as is done when he is taught to articulate, does not affect a change in his mental habits. The significant gesture exists in his mind unaffected by the movements of his organs of speech in producing sounds which he does not hear.

It is, therefore, not with a view to his mental development that we, in many cases, teach the congenital deaf-mute to speak, but rather that he may have a means of expressing himself in the English language, which is often more convenient, if less distinct, than writing. Where there is some degree of hearing as an aid, and where hearing has been lost after the mind has become accustomed to attach ideas directly to spoken words, we make it a rule to teach articulation and lip-reading. Of our 500 pupils, we give systematic training in this respect to 120. One of these is a boy without hands, to whom artificial speech is an absolute necessity, and who, without any degree of present or remembered hearing, is attaining distinctness and ease of utterance.

The system we use is founded upon the analysis of Professor Bell, who has given to different classes of the position assumed by the vocal organs in producing articulate sounds, visible symbols, remarkable alike for their suggestiveness and for the ease for which they can be retained in the memory. The plan on which we use these symbols is, however, our own, and is founded on certain principles which could be adopted with advantage in teaching hearing children to read.

The branches taught to the majority of our pupils, in addition to the English language, are arithmetic, penmanship, geography, natural history, the history of the United States, the history of England, Scripture history and a general view of universal history.

The high class, composed of pupils whose term is extended by special provisions of law, has, for its course of three years' study, philosophic grammar, rhetoric and logic, mental and moral philosophy, physics, astronomy and chemistry, animal and vegetable physiology and physical geography.

In all the classes above the primary, much attention is given to poetry, as a form of words peculiarly in harmony with the modes of thought characteristic of the deaf and dumb.

The moral nature of all is also assiduously cultivated in such a way as to make rectitude the basis of the life. Their responsibility to a higher power is also taught, and the duty of worship, faith, prayer and obedience enjoined; but care is exercised not to influence the pupils in favor of any particular creed or church, except that in individual instances the wishes of the parents are carried out so far as to give their children the opportunity of studying the doctrines in which they would have them well established, and of attending, from time to time, churches in affiliation with those with which they are themselves connected.

There are, among our pupils, three that are totally blind as well as deaf, and two whose vision is so defective that they cannot be taught by the ordinary methods. There has been organized for them a special class, in which they are taught by addressing the sense of touch, instead of the sense of sight. Considering the difficulties under which they labor, their progress is, to say the least, surprising.

All the pupils are exercised in industrial drawing, and special instruction in perspective, and in painting is given to a portion of the more gifted. Already some of our graduates are beginning to take rank as artists, a position to which their misfortune is no bar.

Great attention continues to be given to the useful arts, and every pupil is made familiar with some handicraft, by means of which he can support himself in after life. The girls are taught dressmaking, tailoring, plain and ornamental sewing, the use of the sewing machine and other branches of domestic economy, while the boys have their choice of shoemaking, tailoring, cabinet-making, carpentering, painting and glazing, gardening and printing.

One hundred boys under twelve years of age are separated from the older pupils and constitute two families, one occupying the Mansion House on our grounds at Washington Heights, and the other a house on our new estate at Tarrytown, where eventually it is to be expected the institution will be removed, when our premises within the limits of New York City so appreciate in value as to make it desirable to offer them for sale. This leaves but little over 400, about equally divided between the two sexes to occupy the main buildings.

The Tarrytown branch was opened with appropriate ceremonies on the 14th of October last. The Hon. Erastus Brooks, who has long been interested in our work, and has made a special study of its history, theory and practice, delivered on the occasion an address which was listened to with great interest, and was regarded as a valuable contribution to the literature of our profession.

The health of the pupils has been good throughout the year. This is due, under Providence, to the admirable system of drainage, sewerage and ventilation, established by the directors, under the supervision of Dr. William Porter, the resident physician and superintendent in charge of the pupils, while out of the class rooms, and to the unremitting attention paid to cleanliness, diet and clothing.

The institution is fortunate in its exemption from political and sectarian influences, its directors being men of wealth and known philanthropy, skillful in the management of property and affairs, and actuated by a single desire to secure to it efficiency and success, in the interest felt in it by yourself, as attested by your visits of inspection, by your wisdom in

the selection of its State pupils, and by the timely recommendations emanating from your office, and also in the marked favor which has been manifested toward it by successive legislatures, which have fostered it by judicious laws and by needful appropriations.

Very respectfully, your obedient servant,

ISAAC LEWIS PEET,

NEW YORK, December 31, 1879.

Principal.

(D.)

REPORT OF THE PRINCIPAL OF THE NEW YORK INSTITUTION FOR THE IMPROVED INSTRUCTION OF DEAF-MUTES.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR.—I have the honor to report that we now have one hundred and twenty pupils, sixty-nine being boys, and fifty-one girls. According to means of support they are classified as follows : fifty-eight are State pupils, forty-four are county pupils, seven are maintained at the expense of the State of New Jersey and eleven are pay scholars.

By means of the system in use in this institution, deaf-mutes are enabled to converse by word of mouth like hearing and speaking persons, and learn to understand what is said to them by closely observing the movements of the speaker's lips; they are also instructed in all the branches which are taught to hearing children in the common schools.

It must be remembered that when our pupils come to us, they not only lack the power of speech but are also devoid of all knowledge of the English language. The first few years of the course must therefore be devoted to give them that knowledge of persons and things which hearing children possess when they enter school, and the language to express it. Various methods have been devised to initiate the deaf child into the vernacular of his country. In this institution the so-called natural method prevails. This method is similar to that which mothers pursue with their little infants when the latter are beginning to learn to speak. The pupil is required to observe the objects immediately surrounding him, and pronounce their names, to see an action performed before him and articulate the corresponding verb, etc., thereby learning to associate words directly with the ideas which they are intended to convey, instead of interpreting them by the aid of signs and gestures, as is done in other systems of deaf-mute teaching. This natural mode of imparting language compels us to exclude all school books from the lowest grades. For it is contrary to the course of nature to present a word in print to a child before it has conceived the idea which that word is meant to express. During the first two years, or sometimes longer, according to the capacity of the pupils, the instruction in language is carried on verbally by means of object lessons. After that time a simple reader, such as used in common schools for hearing children, is placed in the hands of the

pupils. Neither in the lower grades nor at any other stage of the instruction do I employ any text-books that are especially designed for deaf-mutes. There are a number of such books extant, some of which are excellent productions, being eminently adapted to the peculiar mode of thought of our deaf pupils. But I do not think it advisable to adapt books to their peculiarities. On the contrary, I hold that the sooner they adapt *themselves* to the use of ordinary school books, the better it will be for them. All they need is books that are written in simple language, and there is an abundance of these to be obtained in every branch of study. There are now in use in this institution: Appleton's New Series of School Readers, Swinton's Language Lessons, Quackenbos' English Grammar, Monteith's History of the United States, Goodrich's Universal History, Guyot's Geographies, Hooker's National History and Quackenbos' Natural Philosophy.

The programme of studies in use has been framed with special regard to the conditions under which the pupils are likely to live after leaving school. By reason of their infirmity, deaf-mutes are debarred from a great many callings and, with few and rare exceptions, depend for support on manual labor. As a rule, it is best for them to learn some practical trade, which enables them always to make a living. Our aim, therefore, is to furnish them with those rudiments of an education which will enable them to become intelligent working citizens. Since skill in sketching and designing is useful to almost every mechanic, we bestow great pains upon the instruction in free-hand drawing in all its branches. A number of our large boys, who have shown some taste and talent, visit the Free Evening School for Science and Art of the Cooper Union several times each week, attending the classes in drawing from copies and casts, and modeling in clay. These classes being held in the evening they are able to attend them without any interference with their studies in the institution. Last year three of these art students received certificates of the first degree which are awarded "for superior ability and diligent attention." Two of them had to leave us at the close of the school year, because the respective terms for which they had been appointed as State pupils had expired. One found employment in a lithographing establishment, and the other in the carving department of a large furniture factory. Both are doing well. I try to encourage all those of my pupils who show some natural aptness, to aspire to such artistic occupations as lithographing, engraving, carving in wood or metal, etc. For though their infirmities render it difficult for deaf-mutes to compete with hearing persons in many other callings, they may successfully engage in industrial art in all its branches.

Respectfully submitted,

D. GREENBERGER,

NEW YORK, December 15, 1879.

Principal.

(E.)

REPORT OF THE PRINCIPAL OF THE CENTRAL NEW YORK INSTITUTION FOR DEAF-MUTES.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction:

SIR. — I respectfully submit the following statement respecting the Central New York Institution for Deaf-Mutes, in compliance with

your request, and in so doing, I can truthfully say, that at no period of its history, has the institution enjoyed a more prosperous year than the past. The numbers have continually increased, so that to date our books show a list of one hundred and forty-seven pupils — eighty-five boys and sixty-two girls. The officers have been faithful in the discharge of their duties, and the conduct of the pupils, considering our crowded condition, has been such as to elicit commendation from all.

We occupy the same buildings as we did at the time of my last report, and, in addition, a fine, spacious brick building, situated a short distance from the main buildings. This latter building we took possession of on the 3d of September, 1879, with the Primary Department, numbering about eighty pupils. There is direct communication between the divisions of the school by means of a telephone.

Last winter scarlet fever broke out among the pupils, but by prompt action and isolation we were able to limit it to three cases. Beyond this the health of the pupils has been excellent. Last year we unfortunately lost our shoe shop by fire, but by removing our laundry to the new building we have a much larger shop, and one in all respects more convenient. The building is being rapidly renovated and put in proper condition for making shoes. The new year will see us again well started in the trade. We also have a carpenter's shop, in which a limited number of boys are receiving instruction. Glazing is also taught. The boys being well grounded in these various trades, there is no reason why they should not be able to become good, hard-working citizens when they leave the institution. The girls are taught dress making and other sewing, besides attending to household duties. The other statistics of the institution are a board of fifteen trustees, a principal, nine instructors, a matron, three assistant matrons, a sewing matron, a housekeeper, a nurse, two supervisors and about eighteen common servants.

Hoping that the favors of the past may be continued in the future,

I am, very respectfully yours,

E. BEVERLY NELSON,

ROME, N. Y., Dec. 27, 1879.

Principal.

(F.)

REPORT OF THE PRINCIPAL OF THE ST. JOSEPH'S INSTITUTE FOR THE IMPROVED INSTRUCTION OF DEAF-MUTES.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction:

SIR.— In compliance with your request, I herewith transmit a brief statement of the condition of this institution during the past year.

When writing my last report the pupils numbered one hundred and ninety, but since then this number has increased to two hundred and sixteen; seventy-nine males and one hundred and thirty-seven females. Of these, forty-two are supported by the State of New York, thirty-three by the State of New Jersey, and the remainder by parents or guardians, the institution, or the counties from whence they came.

The same methods of instruction continue to be employed, viz., the manual alphabet, sign language, visible speech and articulation.

Much more time has been devoted to the latter than during the previous years. A large class has been formed in which all the school-room exercises are carried on without a single gesture. Many of the children can converse with their relations in vocal language with ease almost incredible. Drawing is taught to all who show any talents for it.

Dress making, millinery, and all kinds of plain sewing are taught to the girls, but the boys who are, with one exception, all under 14 years of age, have not yet commenced to work.

The progress of the majority of the children both in the literary and industrial departments has been satisfactory. The same may be said of their conduct.

The boys' house is located at Throgg's Neck, Westchester, and is finely situated for institution purposes. It is under the charge of a directress, but is frequently visited by the president and principal. The branch house for girls at 510 Henry street, Brooklyn, is governed in the same way.

The sanitary condition of the children, during this year, has been generally good.

I have the honor to be,
Yours most respectfully,
MARY B. MORGAN,
Principal.

FORDHAM, N. Y., *November 20, 1879.*

(G.)

REPORT OF THE PRINCIPAL OF THE WESTERN NEW YORK INSTITUTION FOR DEAF-MUTES.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction:

SIR. — The pupils in attendance at this institution, since the date of my last report, number one hundred and thirty-two; seventy-six males and fifty-six females. There are in school at present one hundred and twelve pupils; of these, fifty are State pupils, sixty-three, under twelve years of age, are charges upon the counties from which they came.

The work of the past year has been uninterrupted, and in most respects satisfactory in its results. The fundamental principle of our methods of instruction that all communication shall be by means of words spelled upon the fingers, except when communications are in writing, as explained in my last annual report, has become more firmly established; far from finding our "experiment" a failure, the experience of each day proves the value of the change inaugurated two years ago. I am convinced that the common method of instructing deaf-mutes, through the medium of signs, which requires the teacher to learn the sign vernacular of the deaf in order to make it the medium of his instruction in the development of the pupil's mind and character, is not the best method. The principle which we have adopted, and which we find most happily adaptable in the instruction of the

deaf, is that which underlies the modern method of acquiring foreign tongues, namely, by constant and exclusive use of the language to be acquired.

Our kindergarten, organized a year ago for the purpose of separating the younger from the older pupils, to prevent the former from learning signs and in order to introduce a way of instruction fitted to their age and ability, has proved one of the most encouraging and attractive features of our school.

Our manner of classification to which your attention has also been called, and which was explained in my second annual report, works satisfactorily and develops advantages at first unthought of; for instance, it enables us to provide for a small class of our most advanced pupils, an academic or high-class course of study, while yet the class is too small to justify the employment of a special teacher.

In articulation, to which it has been my purpose to give special prominence in our school work, we have not accomplished all that could be desired during the past year. While that which has been done has been wholly satisfactory, we have been unable to provide instruction for the entire school. As the employment of additional teachers is inexpedient since the reduction of the per capita appropriation, we have now arranged to have all but two of our teachers instruct their classes during a portion of each day, under the direction of Miss Hamilton, special teacher of articulation, assisted for the present by Mrs. Westervelt. At the close of the school in June, one of our teachers resigned her position on account of ill health. Her place was supplied at the beginning of the fall term by a lady who had previously taught with us, and who had been absent for a year while pursuing a normal course in visible speech and elocution at the Boston University.

In September an audiphone was sent to the institution by one of our trustees. We have made frequent tests of its effects upon a number of our pupils; possibly there are some among them who may be benefited by its repeated use, but we have seen nothing which would lead us to think so. Although we have not tested the audiphone so thoroughly as to be able to give a decided opinion, it is our belief that extensive and not quite true advertisement has created a public sentiment in its favor which further experiment will prove unjustifiable.

With regard to trades it is my opinion that but few of them can be taught in our schools, in such a way as to fit boys for work in factories where so large a part of the work is done by men in teams and by machinery. This is especially true of shoemaking and in a measure of cabinet making. As it is, however, desirable that boys approaching manhood should acquire habits of industry and dexterity which can only be gained by practice in the use of tools, we have formed classes of boys who work in the carpenter and cabinet shop, on the farm and in the garden, and also of girls who are learning to do plain sewing and to make dresses. All of the pupils except the kindergardeners assist in the housework. The trade of printing is one that can be taught in schools to better purpose than almost any other. The work that is done in a small office is practically the same as is required in large establishments. It is our purpose as soon as practicable to fit up a printing office for our pupils. We expect to obtain

power at low rate from a company recently established near us, at the lower falls of the Genesee.

Respectfully submitted,

Z. F. WESTERVELT,
Principal.

ROCHESTER, N. Y., *December 27, 1879.*

(H.)

REPORT OF THE SUPERINTENDENT OF THE NEW YORK INSTITUTE FOR THE BLIND.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR. — In reply to your letter of December 2d, I would state that on September 30, 1878, the number of New York State pupils was one hundred and seventy-five. There were received during the year twenty-eight. The number of New York State pupils remaining September 30, 1879, was one hundred and seventy-one.

The general health of the pupils has been good. The usual course of instruction has been followed. The facilities for instruction in tuning pianos have been largely increased. The New York (or Wait) system of tangible musical notation is in general and successful use; and the formation of a library of music is steadily progressing.

During the past season extensive additions have been made to the buildings of the institution, on both Thirty-third and Thirty-fourth streets, for the better administration of the school, as to meet the growing demands of increasing numbers.

The same appropriation as was made for the present year is respectfully asked for the year next ensuing. All of which is respectfully submitted.

Your obedient servant,

WM. B. WAIT,
Superintendent.

NEW YORK, *December 9, 1879.*

(I.)

REPORT OF THE SUPERINTENDENT OF THE ALLEGANY AND CATTARAUGUS INDIAN RESERVATIONS.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR. — In making this my sixth annual report of the schools under my charge, I have nothing particularly new to offer. The schools have all been in session the usual length of time, thirty-two weeks, and have been as well attended as in any previous year. A majority of the teachers now employed have been in the schools several years. I deem it bad policy to change teachers too often in our white schools,

and especially is this the case in Indian schools where a majority of the children are very shy and diffident. The teachers now employed have had an average experience of fourteen and one-sixth terms each.

In several instances since I have had charge of these schools, Indians claiming to act as trustees have locked the school-houses and refused admittance to the teachers employed. A case of this kind occurred recently on the Cattaraugus reservation. The trustee refused to open the house upon the order of the State Superintendent. I immediately caused his arrest, and opened the house. The matter is now pending in the courts. If the case is decided, as it evidently must be, under the law organizing these schools, I hope to have no further trouble in this direction.

A teachers' institute for the benefit of these schools has just closed at Versailles. All the teachers were present except one, who was detained by sickness. With but eighteen teachers employed, the average daily attendance at the institute was over sixty. The institute was conducted in an interesting and effective manner, to the satisfaction of the teachers, and all others who were in attendance, and opened a wide field for investigation that cannot fail to benefit the teachers, and through them the schools.

In conclusion, that deep friendship so freely extended to me both by the Indian people and the several teachers, will never be forgotten. The assistance rendered by your Department is duly appreciated and will be cherished in grateful remembrance.

JOHN ARCHER,

Superintendent.

RANDOLPH, N. Y., December 10, 1879.

(J.)

REPORT OF THE SUPERINTENDENT OF THE ONONDAGA INDIAN RESERVATION.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR. — In accordance with the requirements of your Department, I sent you in October the statistical and financial report of the Onondaga Indian School, and I now report the general state of education in this tribe. For over forty years State aid has been furnished the Onondagas in building their school-houses and teachers' house, in providing books, stationery and furniture, in employing and paying teachers and in supplying every thing necessary to equip and run their schools, but no aid has been obtained from the Indians except in furnishing fuel, and even this has been cut and drawn from the Indian wood lot much of the time by or through the aid or pay of the teacher or her friends. The Indians seem to act as though they do more than their part to send their children tardily and irregularly to school. The three-fold division of this tribe into the M. E. Christian party, the old Pagan party and the Protestant Episcopal party, prevents concert of action either in school or mission work, but the Pagan Indians are slowly yielding to the pressure of the parochial and State schools, and sending each year more of their children to both.

An effort has been made by the State school teacher to get a coal stove, and induce the State to furnish coal to warm the school-house during the winter. "This course is pursued, it is said, by the State Superintendent, who has charge of the Indian schools among the Oneidas." If the Onondagas, having from seven to ten hundred acres of woodland, which is constantly being sold by the Indians (contrary to law) to thieving whites, are not willing, after forty years of free schools, to contribute wood standing green in their forest, to warm their own children while seated on free seats, under a free roof, with every thing provided to make a complete Indian school, if these Indians, I say, will not furnish wood for their school, 'tis time a change of policy in our Indian schools, and in fact in our whole Indian management, was tried.

I have no question that the schools taught here have done the Indians some good ; much more benefit would result from all efforts to christianize and enlighten the New York State tribes were their tribal relations broken up. This opinion was often expressed by that enlightened philanthropist, the late Rev. Samuel J. May, that nothing but citizenship at the earliest practicable moment could save the Indian from extinction. The late Horace Greeley said of the Indian race : "They are more fit to make American citizens of than three-fourths of the scum which floats into our harbors from the old world."

I have received from Hon. Charles B. Sedgwick, Hon. Charles Andrews, Chancellor E. O. Haven, Bishop F. D. Huntington, the late Vice-President Henry Wilson, and numerous other distinguished civilians, divines and statesmen, assurances that the only true cure of Indian ills must come by citizenship, and that the fifteenth amendment ought to be broad enough to cover the few Indians as securely as the millions of a race not less degraded.

The historian, Bancroft, has most vividly portrayed the low grade, or rather *retrograde*, of Indian progress during the past two centuries in this country. He tells us of the poor success which marked the self-sacrificing labors of Jesuit missionaries and John Eliot in the seventeenth and eighteenth centuries, and of benevolent Quakers and Protestant missions down to the present time, and both he and De Tocqueville, the French philosopher of history, bewail the present status and speak despondingly as to the "poor Indian's future."

Now I submit the problem to statesmen, legislators and philanthropists, *will not enough Indians survive the shock of transformation into American citizenship to give posterity fine specimens of a remarkable and not ignoble race of men?*

Respectfully yours,

JONATHAN KNEELAND,

SOUTH ONONDAGA, N. Y., Dec. 16, 1879.

Superintendent.

(K.)

REPORT OF THE SUPERINTENDENT OF THE SHINNECOCK AND POOSPATUCK INDIAN RESERVATIONS.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR.—The following report, in addition to the financial and statistical one already forwarded, is respectfully submitted :

The school at Shinnecock was taught thirty-six weeks by one teacher during the year past; that at Poospatuck twenty weeks. In both the progress has been about equal to an average of the last six years.

Mr. Onley, the present teacher at Shinnecock, comes back to his work, after a year's absence, with no loss of interest.

At Poospatuck, Mr. Hawkins is upon his third year, and trying to do his duty.

In both schools I have introduced Monteith's Popular Science, a small book well adapted to helping the young to a knowledge of the science of familiar things, in such measure as unscientific people ought to understand them.

The average daily attendance thus far on the present year has been exceptionally good.

Very respectfully yours,

J. S. RAYNOR,

EAST MORICHES, December 20, 1879.

Superintendent.

(L.)

REPORT OF THE SUPERINTENDENT OF THE TUSCARORA INDIAN RESERVATION.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction:

SIR.—The undersigned, superintendent of Tuscarora Indian schools, respectfully reports that the whole number of children between the ages of five and twenty-one years on the reservation September 30, 1879, was one hundred and fifty-seven.

Two schools were taught thirty-six weeks during the year, with an aggregate attendance of one hundred and ten, and an average daily attendance of thirty-six, which is seven less than the year previous.

This has undoubtedly, in part, been caused by a desire on the part of some persons to have one of the teachers, who had been in one of the schools nearly thirty years, dismissed. The principal ground of their objections being that she was too old and the teacher feeling that she could be of little or no more use to the Tuscarora Indians voluntarily resigned her position as teacher in the school, and another has been employed in her place. I entertain the hope that the attendance for the present year will equal or exceed that of any former year.

These schools have cost the State for the school year ending September 30, 1879, the sum of \$537, which is \$20.39 more than was paid by the State last year.

The Indians cheerfully furnish fuel and plenty of it, and sometimes make slight repairs on the buildings, if it does not involve an outlay of money, but if money is to be expended even for slate pencils or chalk, the State or the teacher must pay it.

Your obedient servant,

R. STOCKWELL,

WILSON, N. Y., December 6, 1879.

Superintendent.

(M.)

THIRTY-SIXTH ANNUAL REPORT OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION AND THE REGENTS OF THE UNIVERSITY, ON THE NEW YORK STATE NORMAL SCHOOL AT ALBANY.

To the Superintendent of Public Instruction and the Regents of the University:

The Executive Committee of the State Normal School at Albany, respectfully submit this, their thirty-sixth annual report:

During the year embracing the sixty-ninth and seventieth terms, one hundred and seventy-five new students were admitted to the school. These added to the number previously admitted, who had returned to the school to complete their course, made the whole number in attendance during the year, three hundred and sixty-seven, representing forty-seven counties. Of these students, 129 were males, and 238 were females.

The number of graduates of the sixty-ninth term, the first of the last year, was:

Males.....	11
Females.....	19
	<hr/> 30

Of the seventieth or second term of the year, the number of graduates was:

Males.....	19
Females.....	21
	<hr/> 40
Whole number of graduates during the year.....	<hr/> 70

It is believed that the graduates without exception desired employment as teachers, and nearly all of them are now engaged in teaching; the disposition in some quarters to employ cheap teachers lessened the demand for Normal graduates; but that state of things has in a measure ceased, and the demand for competent teachers is increasing.

A large number from the undergraduate classes are engaged in teaching district schools; of these, nearly all who were successful in their course while in the school intend to return and graduate. The school thus constantly furnishes from its undergraduates a large number of teachers to districts which could not command the services of a graduate, but which receive, to a considerable extent, the benefit of Normal methods.

There have been no changes in the faculty during the year. With increasing experience, the teachers are diligently employed, not in ordinary class-work, but in endeavoring to lead their pupils to form the mental habits and to acquire the methods of instruction necessary to render them successful teachers.

The following is a list of the officers of the school in all departments:

EXECUTIVE COMMITTEE.

Hon. Neil Gilmour, Superintendent of Public Instruction and chairman *ex officio*; Samuel B. Woolworth, LL.D.; Prof. Jacob S. Mosher, M.D., Ph. D.; Hon. Robert H. Pruyn, LL.D.; Hon. Charles E. Smith.

FACULTY.

Joseph Alden, D. D., LL. D., President and Professor of Mental and Moral Philosophy.

Albert N. Husted, A. M., Professor of Mathematics.

William V. Jones, A. M., Adjunct Professor of Mathematics.

Joseph S. St. John, Professor of Natural Science.

John B. Marsh, Teacher of Vocal Music.

Miss Kate Stoneman, Teacher of Geography, Drawing and Penmanship.

Miss Mary A. McClelland, Teacher of English Grammar and History.

Miss Mary F. Hyde, Teacher of Arithmetic and Geometry.

Miss Caroline Bishop, Teacher of Elocution.

Miss Annie E. Farrand, Teacher of Arithmetic and Algebra.

Mrs. Meriba A. B. Kelly, Superintendent of Model School.

Miss Ellen Bishop, Assistant in the Model School.

CIRCULAR.

Design of the Normal School.

The design of the institution is to furnish well-qualified teachers for the public schools of the State of New York. Students receive a thorough drilling in all the branches which they will be called to teach, and in such other studies as experience has shown to be best adapted to discipline and develop the mind. Those who train the minds of others should themselves have well-trained minds.

Besides receiving from the faculty instruction in the art of teaching, the pupils are, at the proper stages of their progress, required to teach in the Model and Primary Schools, for a term of nine weeks, under the supervision and criticism of the president and other teachers.

The course of instruction and practice occupies two years. The year is divided into two terms of twenty weeks each. The students are divided into four classes. These, for purposes of recitation, are subdivided into as many sections as circumstances may require.

COURSE OF STUDIES.

Junior Class — First Term.

Arithmetic, algebra, English grammar, geography, physiology, map drawing and penmanship.

Junior Class — Second Term.

Algebra continued, higher arithmetic, elocution, natural philosophy, botany, rhetoric, English grammar, geometry, history of the United States.

Senior Class — First Term.

Geometry continued, ethics, philosophy continued, astronomy, science of government, higher algebra, the English language, history, free-hand and industrial drawing.

Senior Class — Second Term.

English literature, mental philosophy, trigonometry and surveying, chemistry, geology, book-keeping, evidences of christianity, Butler's analogy.

Composition and vocal music receive prominent attention throughout the course.

TERMS OF ADMISSION.

All candidates for admission to the school must furnish satisfactory evidence of good moral character.

Candidates for admission to the lowest class must, if ladies, be not less than sixteen years of age ; and if gentlemen, not less than eighteen. They must pass a satisfactory examination in spelling, reading, writing, geography, arithmetic, and English grammar, and must subscribe a declaration that their object in connecting themselves with the school is to prepare themselves for the work of instruction in the public schools of the State.

Those who desire to enter on an advanced standing must, in addition to the examination above mentioned, pass a satisfactory examination in all the studies which have been pursued by the class to which they seek admission.

Those who would avail themselves of the best advantages afforded by the institution should take the whole course. A large part of the instruction given is oral. Much of this must be lost to those entering an advanced class. If any part of the course be omitted, it should be the latter part.

PERSONS ENTITLED TO ADMISSION.

Each county is entitled to twice as many pupils as it has representatives in the Assembly. Students are appointed by the Superintendent of Public Instruction, on recommendation of the school commissioners, subject to the required examination. When the quota of a county is filled, candidates having the proper qualifications will be appointed to fill vacancies in the representation of other counties, on application to the president. As such vacancies have always existed, the school is practically open to all who desire to fit themselves to become teachers.

CERTIFICATE OF APPOINTMENT.

To _____, Superintendent of Public Instruction :
This will certify that _____ of
in the county of _____, aged _____ years, is recom-

mended as a suitable candidate for appointment as a pupil in the State Normal School at Albany, from the Assembly district, in the county of

School Commissioner of the county of

Dated , 18 .

The recommendation should in each case be sent to the Superintendent of Public Instruction for approval.

TUITION AND TEXT-BOOKS.

Tuition and text-books are furnished free of charge. Mileage about equal to the fare necessarily paid in coming by public conveyance to the school will be paid to those who are present at the beginning of the term and remain till its close.

By an act of the Legislature passed April 11, 1849, "every teacher shall be deemed a qualified teacher who shall have in possession a diploma from the State Normal School."

MILEAGE.

The following table will show the sum a student of each county will receive at the end of the term as traveling expenses:

Counties.	Amount paid to each pupil.	Counties.	Amount paid to each pupil.
Albany	—	Oneida	\$2 00
Allegany	\$9 30	Onondaga	2 95
Broome	5 20	Ontario	4 50
Cattaraugus	9 00	Orange	2 65
Cayuga	3 75	Orleans	5 50
Chautauqua	8 30	Oswego	4 00
Chemung	7 00	Otsego	3 00
Chenango	3 70	Putnam	2 00
Clinton	5 50	Queens	3 75
Columbia	0 75	Rensselaer	0 20
Cortland	4 05	Richmond	3 50
Delaware	5 00	Rockland	3 00
Dutchess	1 50	St. Lawrence	6 00
Erie	6 00	Saratoga	0 90
Essex	5 60	Schenectady	0 45
Franklin	6 60	Schoharie	1 50
Fulton	1 50	Schuyler	5 50
Genesee	5 50	Seneca	4 90
Greene	1 05	Steuben	8 00
Hamilton	4 00	Suffolk	5 50
Herkimer	1 70	Sullivan	4 55
Jefferson	4 80	Tioga	6 50
Kings	3 50	Tompkins	5 25
Lewis	4 80	Ulster	2 00
Livingston	5 60	Warren	3 25
Madison	3 00	Washington	2 50
Monroe	4 60	Wayne	3 85
Montgomery	0 90	Westchester	3 00
New York	3 25	Wyoming	7 00
Niagara	5 75	Yates	5 50

THE MODEL SCHOOL.

This school is designed to furnish models of organization, government and instruction, and to afford ample opportunities for observance and practice on the part of the pupils of the Normal School.

Applications for admission to the Model School should be made to the superintendent, Mrs. Kelly. For tuition and text-books a charge is made of ten dollars per term of nineteen weeks.

Normal School in account with Executive Committee.

1878-9.

Balance from last year.....	\$107 26
Received from application for support.....	18,666 87
Tuition in model school	1,043 50
Miscellaneous.....	4 50
	<hr/>
	\$19,822 13
	<hr/>
Paid salaries, Normal School.....	\$14,205 00
Paid salaries, Model School.....	1,600 00
Text-books, Normal School.....	453 76
Text-books, Model School.....	48 86
Chemicals.....	8 73
Repairs	43 55
Fuel.....	543 28
Apparatus	21 24
Mileage	727 00
Contingents.....	2,013 12
Balance	157 59
	<hr/>
	\$19,822 13
	<hr/>

• Respectfully submitted,

S. B. WOOLWORTH,
ROBT H. PRUYN,
JACOB S. MOSHER,
Executive Committee.

(N.)

THIRTEENTH ANNUAL REPORT OF THE LOCAL BOARD
OF THE STATE NORMAL AND TRAINING SCHOOL,
BROCKPORT, N. Y., FOR THE YEAR ENDING DECEMBER
31, 1879.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction:

SIR. — The Local Board of the State Normal and Training School at Brockport, in the county of Monroe, in pursuance of the statute, do hereby submit their annual report of the condition of said school for the year ending December 31, 1879.

I. BUILDING AND GROUNDS.

The building remains in about the same condition as at the last report.

The amount expended for ordinary repairs during the year, is \$537.91.

The board believe that the comfort, convenience, and real effectiveness of the school would be greatly increased by the construction of a new chapel on the first floor, and the introduction of a better system of heating and ventilation, and would therefore most earnestly urge that an appropriation be made for that purpose.

II. LIBRARY AND APPARATUS.

The expenditures for the library and apparatus during the last fiscal year have amounted to the sum of \$502.67.

The reference library is quite incomplete and needs considerable additions in order to make it really useful.

III. VALUATION.

Same as last year.	
Value of building.....	\$110,000
Value of lot.....	15,000
	<hr/>
	\$125,000
Value of furniture.....	5,000
Value of library and apparatus.....	10,000
	<hr/>
	\$140,000
	<hr/>

IV. DETAILED FINANCIAL REPORT FOR THE YEAR ENDING SEPTEMBER 30, 1879.

Receipts.

1878.	
October 18.	To cash of State Treasurer..... \$2,457 91
November 7.	To cash of State Treasurer..... 1,545 18
December 7.	To cash of State Treasurer..... 1,567 59
1879.	
January 15.	To cash of State Treasurer..... 1,552 82
February 13.	To cash of State Treasurer..... 1,611 11
March 18.	To cash of State Treasurer..... 1,809 64
March 29.	To cash of State Treasurer..... 1,450 00
May 12.	To cash of State Treasurer..... 1,740 76
June 9.	To cash of State Treasurer..... 1,598 33
June 27.	To cash of State Treasurer..... 1,450 00
August 22.	To cash of State Treasurer..... 419 71
September 17.	To cash of State Treasurer..... 178 31
	<hr/>
	\$17,381 36
	<hr/>

1878.

Disbursements.

I. Amount paid teachers and janitor.....	\$14,539 00
II. Amount paid for library, text-books and apparatus,	502 67
III. Amount paid for repairs.....	537 91
IV. Amount paid for incidental expenses.....	1,801 78
	<hr/>
	\$17,381 36
	<hr/>

ITEMS OF DISBURSEMENTS.

I. Amount paid teachers and janitor.

Chas. D. McLean, principal	\$2,500 00
H. G. Burlingame	1,400 00
W. H. Lennon	1,400 00
Mrs. W. C. Sylla	1,200 00
J. F. Forbes (from November, 1878).....	1,029 00
Miss C. M. Chriswell.....	700 00
Miss J. E. Lowery.....	700 00
Miss H. D. Gillette	700 00
Miss M. J. Thompson	700 00
Mrs. M. A. Cady	700 00
Miss S. M. Efner.....	600 00
Miss E. Richmond	600 00
Miss A. E. Braman	600 00
Miss S. M. Harris	500 00
Prof. F. B. Palmer (2 months)	360 00
Miss F. C. Barnett	350 00
William Knowles, janitor.....	500 00
	<hr/>
	\$14,539 00
	<hr/>

II. Amount paid for library text-books and apparatus.

1878.

October 23. Taintor Brothers, arithmetics.....	\$16 20
October 23. Ivison, Blakeman, Taylor & Co., books..	103 80
October 23. D. Appleton & Co., books.....	8 93
November 11. Ivison, Blakeman, Taylor & Co., German grammars	8 55
December 11. C. E. Darrow, maps.....	15 25
December 11. D. Appleton & Co., maps.....	8 93
December 11. Sheldon & Co., spellers	28 80
January 20. Henry A. Ward, Nat. Hist. specimens...	14 85
February 20. Henry A. Ward, Nat. Hist. specimens...	4 00
March 22. Charles Scribner's Sons, maps.....	48 88
March 22. S. Brainerd & Sons, music books.....	84 00
March 22. J. A. Tozier, chemicals	5 75
May 17. C. E. Morris & Co., books.....	14 10
May 17. Clark & Maynard, physiologies.....	18 00

1879.		
June	14. D. Appleton & Co., zoologies.....	\$72 59
June	14. Ivison, Blakeman, Taylor & Co., algebras,	28 44
September	22. Charles Scribner's Sons, geographies....	21 60
		<hr/>
		\$502 67
		<hr/>

III. Amount paid for Repairs and Improvements.

1878.		
December	11. Hamilton & Mathews, bolts.....	\$7 90
December	11. John Doyle, globes and burners.....	12 00
December	11. Charles Van Eps, hardware.....	31 14
December	17. J. W. Dever, globes and burners.....	40 59
1879.		
January	20. Underhill & Smith, lumber....	54 10
January	20. J. & G. C. Gordon & Co., lumber.....	6 98
January	20. A. T. Wells, hardware.....	19 64
January	20. J. E. Whitney, paid for labor.....	2 25
February	20. William Welch, lime	3 85
February	20. Daniel Paine, furniture.....	37 48
February	20. Henry Harrington, labor.....	9 00
February	20. H. G. Burlingame, labor.....	4 25
February	20. H. Blackstock, labor.....	2 50
March	22. A. S. Lewis, painting.....	6 39
March	22. J. E. Whitney, oil-cloth.....	6 80
May	17. M. O. Randall, repairing clock.....	1 50
May	17. J. Field, labor.....	4 00
May	17. F. S. Bailey, labor	3 50
May	17. Elwanger & Barry, shade trees.....	20 83
June	14. William Knowles, Jr., labor.....	12 50
June	14. C. A. Brockway, labor.....	3 50
June	14. William Knowles, lead pipe.....	3 25
August	23. Whiteside, Barnett & Co., castings.....	2 31
August	23. S. W. Allen, labor.....	14 70
August	23. J. A. Cotter, labor.....	8 76
August	23. H. Osgood, labor.....	24 99
August	23. H. Blackstock, labor.....	28 12
August	23. Patrick Mulhern, labor.....	13 53
August	23. J. E. Whitney, carpet.....	50 01
August	23. Fred. Bailey, labor.....	6 00
August	23. Joseph Field, labor	6 75
August	23. Sherlock & Sloan, lamp post	22 18
September	22. Underhill & Smith, lumber.....	13 27
September	22. R. T. Ward, tinning.....	17 20
September	22. J. E. Whitney, oil-cloth.....	4 20
September	22. A. S. Lewis, painting.....	22 94
September	22. A. C. Knowles, labor.....	9 00
		<hr/>
		\$537 91
		<hr/>

IV. Amount paid for Incidental Expenses.

1878.		
October	23. E. R. Andrews, printing.....	\$78 50
October	24. M. E. Baker, postage stamps	23 05
October	24. J. A. Tozier, stationery.....	6 48
October	24. Ketcham & Patten, stationery.....	17 45
October	24. Edmunds & Porter, repairing organ.....	15 00
October	24. John Berry, coal.....	672 25
October	24. Gas Light Co., gas, Aug. 1 to Oct. 1....	26 25
November	12. C. Marsh & Co., printing.....	4 75
November	12. George R. Ward, sundries.....	6 18
November	15. Gas Light Co., gas, Oct. 1 to Nov. 1....	85 70
December	1. American Express Co., express charges..	10 95
December	1. J. Wilson, Jr., cartage	2 98
December	31. Gas Light Co., gas, Nov. 1 to Dec. 1....	50 05
1879.		
January	20. D. Holmes, postage and stationery.....	5 00
February	20. L. T. Beach, printing.....	14 75
February	20. Gas Light Co., gas, Dec. 1 to Feb. 1....	75 90
February	20. J. Wilson, Jr., cartage.....	3 40
February	20. O. Schouton, brooms, etc.....	5 98
March	22. C. D. McLean, paid for mileage.....	202 32
March	22. C. Marsh & Co., printing.....	5 50
May	17. Gas Light Co., gas, Feb. 1 to April 1....	53 40
May	17. E. R. Andrews, printing.....	42 65
May	17. Ketcham & Patten, stationery.....	5 15
May	17. J. Wilson, Jr., cartage.....	1 20
May	17. J. Cotter, Jr., coal.....	27 50
May	17. American Express Co., express charges..	7 15
May	17. George L. Stratton & Co., stationery	41 78
June	14. C. D. McLean, pens, expenses, etc	10 92
June	14. J. A. Tozier, crayons and chemicals.	17 13
August	23. Brockport Democrat, printing.....	18 00
August	23. J. A. Tozier, stationery, etc.....	11 33
August	23. M. E. Baker, postage and telegraphing..	18 79
August	23. Gas Light Co., gas, April 1 to Aug. 1 ...	23 70
August	23. C. D. McLean, paid for mileage.....	167 94
August	23. O. B. Avery, express charges.....	2 60
September	22. Newspaper publishers, advertising.....	42 50
September	22. Gas Light Co., gas, Aug. 1 to Sept. 1....	16 20
September	22. Gavit & Co., diplomas	31 40
		<hr/>
		\$1,801 78
		<hr/>

ACADEMIC DEPARTMENT.

Receipts.

1878.		
October	1. To cash on hand.....	\$989 96
	Tuition moneys during the year,.....	2,316 45
		<hr/>
		\$3,306 41
		<hr/>

Disbursements.

I. Amount paid teachers and janitor	\$1,850 00
II. Amount paid for library, text-books and apparatus,	345 41
III. Amount paid for repairs.....	421 57
IV. Amount paid for incidental expenses.....	25
V. Amount on hand Sept. 30, 1879.....	689 18
	<hr/>
	\$3,306 41
	<hr/>

ITEMS OF ACADEMIC DISBURSEMENTS.

I. Amount paid teachers and janitor.

T. E. Burlingame.....	\$1,000 00
Miss F. C. Willsea.....	600 00
William Knowles, janitor.....	250 00
	<hr/>
	\$1,850 00
	<hr/>

II. Amount paid for library, text-books and apparatus.

1878.		
October	23. L. G. Tillotson & Co., apparatus.....	\$95 13
October	23. E. B. Benjamin, apparatus.....	6 28
November	11. Becker & Sons, balance and weights.....	44 00
1879.		
May	17. C. D. McLean, to apply on piano.....	200 00
		<hr/>
		\$345 41
		<hr/>

III. Amount paid for repairs, etc.

1878.		
October	23. S. W. Pratt, labor	\$15 50
October	23. McConnell & Jones, sewer pipe.....	137 20
October	24. Hilbert & Case, labor.....	28 95
October	24. John Ludlow, labor.....	3 75
October	24. Thomas Ludlow, labor	5 00
October	24. J. E. Whitney, labor.....	1 90
October	25. J. Wilson, Jr., cartage.....	15 50
October	25. H. Harrington, labor.....	18 00
October	26. A. S. Lewis, whitewashing	57 45
November	4. E. N. Maxon, labor	25 55
November	15. Charles H. Jenner, gas-fitting.....	16 35
December	11. McConnell & Jones, tile	25 20
December	11. H. Blackstock, labor	7 50
December	11. R. T. Ward, tinning.....	32 53
December	17. D. W. Case, hardware and labor.....	19 19
1879.		
August	23. S. T. Jewett & Co., stove.....	12 00
		<hr/>
		\$421 57
		<hr/>

IV. LOCAL BOARD AND FACULTY.

There has been no change in either the Local Board or Faculty since our last report.

V. ATTENDANCE FROM SEPTEMBER 30, 1808, TO SEPTEMBER 30, 1879.

Normal Department.

Whole number registered	386
Average attendance	218.25
Average age :	
Males	19.008
Females	19.14

Academic Department.

Whole number registered	187
Average attendance	75
Average age :	
Males	17.5
Females	17

Intermediate Department.

Whole number registered	170
Average attendance	111

Primary Department.

Whole number registered	187
Average attendance	113

VI. ALUMNI.

The following is a list of graduates for the past year with grade of diploma :

From the Classical Course.

Mary E. Beale.....	Castleton Corners...	Richmond Co.
Libbie B. Clark.....	Batavia	Genesee Co.
Loyd B. Crossett.....	Warsaw	Wyoming Co.
Josephine M. Harris.....	Ridgeway	Orleans Co.
Florence M. Harvey.....	Boonville.....	Oneida Co.
Sarah L. Marsh.....	Holley.....	Orleans Co.
Sarah C. Mason.....	Rushford.....	Allegany Co.
Charles M. Paine.....	Clarkson.....	Monroe Co.
Emily J. Robinson.....	Port Henry.....	Essex Co.
Catherine Thomas.....	Brockport.....	Monroe Co.
Arthur Tooley.....	Brockport.....	Monroe Co.

Advanced English Course.

Alzora V. Allen.....	Gowanda.....	Cattaraugus Co.
Florus Baxter.....	Adams Basin.....	Monroe Co.

Alonzo H. Bennett.....	East Hamlin.....	Monroe Co.
Fannie C. Chatham.....	Seneca Falls.....	Seneca Co.
Thomas A. Caswell.....	Exeter Centre.....	Otsego Co.
Elizabeth Cooper.....	DeBruce.....	Sullivan Co.
Isabel V. Fargo.....	Adams Basin.....	Monroe Co.
M. Cornelia Howes.....	Albion.....	Orleans Co.
Chauncey A. Odell.....	Parma Centre.....	Monroe Co.
Viola E. Odell.....	Parma Centre.....	Monroe Co.
Carrie E. Reese.....	Brockport.....	Monroe Co.
Clayton S. Scott.....	Kendall.....	Orleans Co.
Mary M. Windust.....	Brockport.....	Monroe Co.

Academic Department.

Carrie E. Benson.....	Victor.....	Ontario Co.
Anna M. Harris.....	Kendall.....	Orleans Co.
William H. Kimball.....	Hamlin.....	Monroe Co.
May T. Malone.....	Pittsford.....	Monroe Co.
Florence Holmes.....	Bedford Station. ...	Westchester Co.
Adelbert F. Palmer.....	Fredonia.....	Chautauqua Co.

Musical Department.

Helen G. Mead.....	Somerset.....	Niagara Co.
S. Elite Norton.....	Alabama.....	Genesee Co.

VII.

The following are the officers of the several societies connected with the school.

Gamma Sigma.

President, Chas. H. Boynton ; Vice-President, Willis E. Miner ; Secretary, Herbert J. Menzie ; Corresponding Secretary, Frank B. Storer ; Treasurer, Harry W. Hartwell ; Librarian, J. Douglass Chickering ; Directors, William H. Hitchcock, Harry W. Hartwell, John B. Stack.

Arethusa.

President, Hattie A. Cook ; Vice-President, Viola Rood ; Secretary, Rachael R. Whiting ; Treasurer, Jennie A. Potter ; Librarian, Alice East ; Directresses, M. Elizabeth Adams, Viola Rood, Rachael R. Whiting.

Natural History Club.

President, C. Louise Sylla ; Vice-President, Lizzie A. Sill ; Secretary, Charles B. Braman ; Corresponding Secretary, Miss M. J. Thompson ; Treasurer, Bertha M. Barnard ; Curator, Prof. W. H. Lennon.

Song Circle.

President, Chas. H. Boynton; Vice-President, Hattie L. Farley;
Secretary and Treasurer, J. Douglass Chickering; Pianist, Jesse E.
Hillman; Musical Directress, Miss Elizabeth S. Richmond.

STATE OF NEW YORK, }
County of Monroe, } ss.:

Daniel Holmes, Secretary of the Local Board, being duly sworn,
says that the written report of the State Normal School, Brockport,
for the past year, is correct and true according to his best knowledge
and belief.

DANIEL HOLMES.

Sworn to before me this 14th }
day of January, 1880. }

THEO. S. DEAN,
Notary Public.

(O.)

ANNUAL REPORT OF THE LOCAL BOARD OF THE STATE
NORMAL AND TRAINING SCHOOL AT BUFFALO.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction:

SIR.—The Local Board of the Normal and Training School at
Buffalo, submit their ninth annual report, as follows:

THE BOARD AND ITS OFFICERS.

No changes have occurred since the last report. The Board stands
as follows:

Oliver G. Steele, Buffalo, President.

William H. Greene, Buffalo, Secretary.

Stephen M. Clement, Buffalo, Treasurer.

Francis H. Root, Buffalo.

Thomas F. Rochester, Buffalo.

Grover Cleveland, Buffalo.

David Gray, Buffalo.

Henry Lapp, Clarence.

The Executive Committee of the Board is composed of Messrs.
Steele, Greene, Clement, Root and Gray, and the clerk is H. B. Buck-
ham, principal of the school.

FACULTY OF INSTRUCTION.

Professor William B. Wright, teacher of languages, to whom a year's
leave of absence had been granted on account of poor health, was
compelled by the same cause to resign his chair in the school, and Mr.
Frank W. Forbes, who had been appointed to discharge his duties *pro*
tempore, was permanently appointed in Professor Wright's place, and
his salary was fixed at \$1,500. Miss Mary W. Hunt resigned her
position as teacher of the English language, at the close of the first
quarter, and Miss Clara L. Young, a graduate of the school of the
class of 1876, was appointed to the vacancy, at an annual salary of \$700.

With these changes, the names, departments and salaries are as
follows:

Names.	Departments.	Salaries.
Henry B. Buckham, Principal..	Philosophy and Didactics	\$2,500
David S. Kellicott.....	Physical Science	1,600
Marcus A. G. Meads.....	Mathematics	1,600
Mark M. Maycock	Drawing and Penmanship	1,500
Frank W. Forbes	Ancient and Modern Languages.....	1,500
Joseph Mischka.....	Vocal Music	500
Mary F. Hall.....	Methods and Head Critic.....	1,200
Mary Wright	Geography and History ..	900
Mary J. Harmon.....	Reading and Rhetoric.....	1,000
Isabella Gibson	Arithmetic and Algebra.....	900
Clara L. Young	English Language.....	700
Ida C. Bender.....	Assistant in Latin.....	200

In the School of Practice, Miss Emily A. Daniels and Miss Louise R. Gates resigned their places as teachers of the two lowest departments, and Miss Ellen Brown of the class of 1873, and Miss Winnie S. Thompson of the class of 1879 were appointed as teachers and critics in their places. The teachers in this department are:

Ada M. Kenyon, first grade, \$800.

Clara E. Field, second and third grades, \$650.

Adella F. Fay, fourth and fifth grades, \$650.

Winnie S. Thompson, sixth and seventh grades, \$400.

Ellen Brown, eighth, ninth and tenth grades, \$650.

As heretofore, these teachers are paid by the city, except that Miss Kenyon is paid \$150 for services required of her as having general oversight of the department, this sum being included in the salary mentioned above.

NUMBER IN ATTENDANCE..

The number in attendance during the year was 295, and the average attendance was 184. The number of academic students — not included in the above — was seven, and the average attendance was four and one-quarter. No academic students are now received, although the order of the Superintendent excluding such students was revoked; those now reported were in the Normal School or in the School of Practice at the time the order was given, and according to instructions then received, have been allowed to remain in the school, if they desired to do so, to complete their course of study.

It will be seen that the number of students in the school has been quite uniform for several years past, and is, in the average number present, in excess of all the other schools, except the two oldest and the one which has always maintained a large academic department. The number entering at the beginning of the year, September, 1879, was not quite so large as for two or three years previous. The whole number in attendance since the opening of the school is 833, none being counted who have not attended at least one-quarter, and the number of counties represented is twenty-two.

GRADUATION.

Sixteen students were graduated in the normal courses on June 24, and one in the academic course. The total number of normal graduates is 168 — seven yearly classes, averaging twenty-four each — and of

academic graduates, fifteen. In the number of graduates, also, the school is fully up to all the other recently established schools of the State.

It is believed that all who graduate have sought situations to teach, and that all have considered themselves under obligation to serve the State, and that none have refused to teach unless they could dictate terms and places. There are now teaching in the city forty-six graduates of the school and sixteen undergraduates, and it is known that more than ninety per cent of both graduates and undergraduates from outside the city have honorably redeemed the pledge required on entering the school by teaching in the country schools.

The committee of the last Legislature, appointed to investigate the condition and work of the Normal Schools of the State, visited us in February, and after spending the day in school met the faculty, and at a later hour the local board, and subjected all to rigid inquiries about the school in every particular. The result of these inquiries and the statement of the local embarrassments of the school will be found in the report submitted by the committee. The board might think it best to discuss at length the same topics, but for the request mentioned below.

The Superintendent of Public Instruction has desired that the reports of the Normal Schools be confined to official acts done by the boards, and the condition of the schools; and, therefore, all discussion of policy and views of the faculty on educational topics are omitted from this report.

DETAILED STATEMENT OF RECEIPTS AND EXPENDITURES OF THE
BUFFALO NORMAL SCHOOL FOR THE YEAR ENDING SEPTEMBER
30, 1879.

Receipts.

Balance on hand at last report.....	\$595 48
Received from the State on account of annual appropriation, including \$650.63 for bills due preceding year...	17,356 81
Tuition fees in academic department.....	215 00
Total.....	<u>\$18,167 29</u>

Expenditures.

For bills audited and reported for preceding year.....	\$650 63
On account of teachers' salaries:	
H. B. Buckham, principal.....	\$2,500 00
D. S. Kellicott.....	1,600 00
M. A. G. Meads.....	1,600 00
M. M. Maycock.....	1,500 00
F. W. Forbes.....	1,400 00
Jos. Mischka.....	500 00
Mary F. Hall, 7-10 of the year.....	840 00
Mary Wright.....	900 00
Mary J. Harmon.....	1,000 00
Mary W. Hunt, one quarter.....	225 00

SUPERINTENDENT OF PUBLIC INSTRUCTION. 103

Isabella Gibson	\$900 00
Clara L. Young, three quarters.....	525 00
Ada M. Kenyon.....	150 00
Ida C. Bender.....	200 00
Total.....	<u>\$13,840 00</u>

On account of janitor :

Robert Cox, wages	\$600 00
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On account of furniture:

Peter Paul & Bro., book-case	\$20 00
J. Lochmann, repairing settees, etc.....	10 10
Pratt & Co., step-ladder.....	2 40
C. M. Lyman, thermometer.....	2 00
Total.....	<u>\$34 50</u>

On account of apparatus:

Whitall, Tatum & Co., chemical ware.....	\$68 89
Baker, Pratt & Co., McVicar's globe.....	40 00
A. B. Burdick, Case's map of U. S.....	16 50
Total.....	<u>\$125 39</u>

On account of reference library :

Peter Paul & Bro., lexicons.....	\$22 40
Peter Paul & Bro., 2 Webster's dictionaries.....	18 00
Courier Co., city directory.....	3 50
Total.	<u>\$43 90</u>

On account of grounds:

C. Christensen, trees and plants.....	\$4 75
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On account of text-books:

Houghton & Osgood, sundry books.....	\$35 94
D. Appleton, Johnnot's Theory.....	9 00
Peter Paul & Bro., sundry books.....	27 75
Peter Paul & Bro., sundry books.....	35 91
Peter Paul & Bro., sundry books.....	26 59
Martin Taylor, sundry books.....	7 05
Courier Co., binding old books.....	97 60
H. B. Buckham, sundry books purchased.....	10 95
Chas. Scribner & Co., Guyot's geographies.....	54 00
Harper Brothers, Hill's Rhetoric.....	18 09
Cowperthwaite & Co., Green's grammars.....	18 63
Clark & Maynard, sundry books.....	8 75

Iverson & Co., spellers.....	\$9 90
Taintor, Merrill & Co., McVicar's arithmetics.....	45 00

Total.....	<u>\$405 16</u>
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On account of repairs:

Henley & Stygall, water closets.....	\$15 60
J. W. Atwood, carpenter.....	11 55
Hart, Ball & Hart, steam pipes.....	5 68
Henley & Stygall, steam pipes.....	18 80
J. E. Harrington, furnace.....	6 99

Total.....	<u>\$58 62</u>
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On account of coal:

E. S. Hubbell.....	\$499 67
E. S. Hubbell.....	14 00
E. S. Hubbell.....	330 00
Housing coal.....	10 00
Housing coal.....	6 96

Total.....	<u>\$860 63</u>
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On account of contingent expenses:

First quarter.

Geo. Hedge, tuning piano.....	\$2 00
Gas Co., gas, September and October.....	23 85
Goodyear Rubber Co., hose.....	4 00
Arend & Morgan, mats.....	6 00

Total.....	<u>\$35 85</u>
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Second quarter.

J. Ormsby, wood.....	\$4 00
C. M. Lyman, chemicals.....	3 90
Gas Co., gas, November and December.....	36 45
M. Taylor, stationery.....	13 70
W. Woltge, snow shovels.....	1 48
J. Coppins, glazing.....	2 90
Baker Brothers, brooms.....	2 15
Sundry expenses and freight charges.....	10 81
Carpet for erasers.....	1 25
H. B. Buckham, traveling expenses, in search of teacher of methods.....	125 46
Courier Co., printing.....	30 75
Courier Co., stationery....	74 00

Total.....	<u>\$306 85</u>
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Third quarter.

Gas Co., gas, January, February and March.....	\$47 70
J. Ormsby, wood.....	7 00
Cottier & Denton, moving and tuning piano for commencement, 1878.....	5 50
Baker Brothers, brooms.....	2 65
D. W. C. Weed, coal scoops.....	1 75
Total.....	<u>\$64 60</u>

Fourth quarter and to end of the year.

C. B. Knowlton, copy slips.....	\$13 87
Cottier & Denton, music for commencement.....	4 79
M. E. Church, lighting church for commencement.....	10 00
Gas Co., gas, April and May.....	19 80
C. M. Lyman, chemicals.....	14 03
H. B. Buckham:	
Expenses attending meeting of principals.....	\$12 96
Postage, letters and circulars.....	17 87
Express and cartage, paid.....	7 15
Labor, paid.....	5 00
	<u>42 98</u>
J. Kraushaar, tuning two pianos.....	4 00
J. W. Atwood, carpentry.....	1 96
J. L. French, ribbon for diplomas.....	3 64
J. Coppins, glazing.....	3 00
J. Ormsby, wood.....	2 00
Robert Cox, house-cleaning supplies.....	12 52
Courier Co., stationery.....	49 00
Courier Co., printing.....	69 75
H. B. Buckham, sundry disbursements.....	6 60
J. Ormsby, wood.....	2 50
H. Bates, cleaning clocks.....	3 00
Cottier & Denton, moving piano for commencement, 1879	4 00
Gas Co., gas, June, July and August.....	17 45
Baker Brothers, brooms.....	2 25
H. L. Burrell, ink.....	5 00
Henry Glass, janitor, services at commencement.....	5 00
Garit & Co., diplomas.....	13 60
E. W. Palmer, dusters.....	3 90
L. O. Barnum, feather dusters.....	11 29
Total.....	<u>\$325 93</u>

Expended from tuition money, with approval of Superintendent of Public Instruction.

Sundry reference books, \$57.50; sundry periodicals, \$91.77; printing syllabus of drawing for use of Normal Schools, \$93.00; one-half of quarter's salary paid to Mary W. Hunt, absent from sickness one quarter during year 1875, \$112.50; prize badges, \$27.00; sundries, \$23.42; total, \$405.19.

RECAPITULATION.

Total receipts from all sources. \$18,167 29

Expenditures for the year.

Paid on account of teachers' salaries.....	\$13,840 00	
Paid on account of bills for preceding year....	650 63	
Paid on account of janitor's wages	600 00	
Paid on account of furniture	34 50	
Paid on account of apparatus.....	125 39	
Paid on account of reference library.....	43 90	
Paid on account of grounds.....	4 75	
Paid on account of text-books.....	405 16	
Paid on account of repairs.....	58 62	
Paid on account of coal.....	860 63	
Paid on account of contingent expenses :		
First quarter.....	\$35 85	
Second quarter	306 85	
Third quarter	64 60	
Fourth quarter and to end of year.....	325 93	
		733 23
Amount in hands of local board September 30, 1879....		405 29
Paid from tuition funds, as above.....		405 19
Total.....	\$18,167 29	
Balance due on former appropriations	\$3,451 82	
Balance due on appropriation for current term.....	\$643 19	

ERIE COUNTY, ss. :

David Gray, Acting President, and William H. Greene, Secretary, of the Local Board of the State Normal and Training School at Buffalo, being duly sworn say, and each for himself says, that the foregoing detailed statement of the receipts and expenditures of the said board has been approved by the Executive Committee of the said board, and that he believes such statement to be correct.

DAVID GRAY,
Acting President.
WM. H. GREENE,
Secretary.

Subscribed and sworn to before me, }
this 27th day of January, 1880. }

JOHN M. LOONEY,
Notary Public.

All of which is respectfully submitted.

WM. H. GREENE,
Secretary Local Board.

BUFFALO, N. Y.

(P.)

ELEVENTH ANNUAL REPORT OF THE STATE NORMAL
AND TRAINING SCHOOL, AT CORTLAND, N. Y., FOR THE
YEAR ENDING SEPTEMBER 30, 1879.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR.—The Local Board of the State Normal and Training School at Cortland, N. Y., herewith submit their eleventh annual report. The report is for the year which ended September 30, 1879.

GENERAL REMARKS.

During the year past the school has enjoyed a high degree of prosperity. This has been shown by the number of students who applied for entrance into the school, and by the grade of scholarship and maturity of character that these candidates brought with them. Nearly four hundred students were enrolled during the year. The average attendance, by its apparent smallness, indicates the large amount of teaching which the undergraduates have done throughout the State during the year; for a large number of students attend school portions of the year, teaching during other portions. It is thus that the Normal schools are serving the public schools in so large a measure of usefulness, in addition to the labors of the graduates.

PROFESSIONAL WORK.

During the past year the professional work of the school has been rigidly examined in all departments, both in the theory and in the practice. The faculty have revised their modes of teaching, and have placed the modes upon a deeper philosophy in methods of teaching. The theory of the administration of the school has been always this: A school is an institution of growth; radical changes are productive of evil, unless they are introduced gradually, in order to accord with the growth and development of the school; the excellencies should be fostered, and the evil tendencies should be cast out; the school must be progressive, yet conservative — progressive towards profound philosophy and the sure indications of experience, conservative to retain the merits of the past and present found in the history of the school. It is only by this theory that the traditions of a school can be transmitted as integral elements of strength to an institution. A school should be so supervised and its affairs so administered that each succeeding year shall have the united aid of the best influences and traditions of all the preceding years of its history. All elements that are introduced into the supervision and administration of a school, which do not recognize these truths, are subversive of the highest welfare of the State as represented in these Normal schools.

During the year, April, 1879, the principal of the school published a professional work, entitled "On the Province of Methods of Teaching." This volume outlines some of the professional studies of the school, as they have been assuming form during the history of the school. These studies now constitute the basis of the instruction and practice in the classes for the entire year of gradu-

ating labors of the students. The results are most manifest in the work of the teachers in training. Their conceptions of their duties as teachers are very much clearer; their teaching is far more philosophical; their abilities to criticise their own teaching are developed; and not least, their professional spirit is cultivated, for they feel the influences that arise from the conception of a profession.

The Professor of Science issued in May, 1879, a very comprehensive, though condensed, syllabus of his work in zoology. This has proved of great value to his classes, as well as to his department generally. The Professor of English Grammar issued, in August, 1879, a very complete synopsis of English grammar, with copious references. This synopsis embodies the study of years in that chair, and it is of great advantage to the department.

The notes used as the basis of instruction in the department of mathematics have been thoroughly revised; charts constructed by the professor have been introduced into the class-room. The teacher of drawing has introduced marked improvements into her department; she spent a portion of the summer vacation receiving special instruction from Prof. M. M. Maycock, M. P., of the State Normal and Training School at Buffalo, N. Y., who is superior in his department, being a graduate of the Art College of Syracuse University. The superintendent of the School of Practice revised all her modes of teaching, bringing them upon a more thoroughly philosophical basis, and hence advancing their value. Other teachers have revised their work. There has never been more profound study in professional fields done by the faculty than during the past year. The effect of this effort has been most happy upon the school; students have caught the professional spirit, thus elevating the tone of the whole school. It is gratifying also to remark, in this connection, that the graduates of the school, who are at work throughout the State, are reflecting great honor upon the purposes which the State has in establishing and in supporting these Normal schools.

INTERNATIONAL NORMAL EDUCATIONAL CONFERENCE.

As belonging to the work done indirectly by the school for the profession during the year past, it should be noted here that the principal organized and conducted an educational meeting, entitled as above, at Thousand Island Park, River St. Lawrence, August 11-16, 1879. This conference was a most gratifying success. Dr. M. McVicar, principal of the Normal school at Potsdam, was very active in the enterprise, and to his ability and devotion the meeting owed largely its success. The other Normal schools of the State were represented by some member or members of their faculty. Dr. Thomas Hunter, of Normal College, New York city, rendered important aid. Prof. T. B. Stowell, of Cortland; Prof. Warren Mann, of Potsdam; Prof. C. A. Babcock, of Fredonia; Prof. M. M. Maycock, of Buffalo; Prof. Herman Krusi, of Oswego; Mrs. S. E. Fletcher, of Geneseo; Prof. W. H. Lennon, of Brockport—all these participated in the session. Dr. D. H. McVicar, Principal of Presbyterian College, Montreal, Ontario; Prof. Samson Paul Robins, Inspector of Protestant Schools, Montreal; Mr. J. H. McFaul, Principal of Model and Public Schools, Lindsay,

Ontario; Prof. J. H. MacCable, Principal of the Normal School; Ottawa, Ontario; and Prof. James Hughes, Inspector of Public Schools, Toronto, Ontario—all these gentlemen rendered most efficient service at the meeting. The meeting, at its close, was organized into a permanent form, designated "The International Society for Investigating and Promoting the Science of Teaching." The society will tend greatly to promote and strengthen the profession of teaching, and consequently greatly aid the Normal school cause wherever it exists. The society already numbers among its charter members, educators of greatest prominence and abilities known throughout Canada and the United States.

ALUMNI ALCOVE IN THE REFERENCE LIBRARY.

The classes of 1878 began the very commendable custom of leaving a donation to the reference library. They gave the two great English Reviews, the *Contemporary Review*, and the *Nineteenth Century*, for 1879. These make four large volumes, that will be bound and labeled, "From the classes of 1878." This custom of remembering the reference library by classes is most worthy of praise; the benefits are immediate and permanent.

THE NORMAL NEWS.

February 27, 1879, the Young Men's Debating Club issued the first number of a folio, under the title, "The Normal News." The editor-in-chief belongs to this society; there are two associate editors, one from the Normal Debating Club, and the other from the Ladies' Normal Debating Club. The folio was issued as a fortnightly during the term. During the present term, beginning September 3, 1879, the "News" has been issued as a monthly, 16 pp., octavo. It is ably edited, and reflects much credit on the enterprise of the students. It furnishes a valuable medium of communication among the Alumni.

MODIFICATIONS IN NOMENCLATURE.

This school has adopted the recommendation of the special committee of the Assembly, contained in their report on the State Normal Schools, May 19, 1879. The report (pp. 29-30) says:

"The nomenclature of Normal schools should be so revised as to conform to the real state of the case. The terms, 'Normal Department,' 'Primary Department,' 'Intermediate Department,' and 'Academic Department,' are used in some of the schools and corresponding terms in others, as if they indicated co-ordinate divisions or branches of the school. This is not the fact. There are really but two principal divisions, or departments common to all the Normal schools. The first is that in which instruction is given in the various branches taught, and in the principles of correct teaching. It is the department of instruction. Co-ordinate with this, and supplementary to it, is that part of the school in which the pupils are trained in the actual work of putting those principles in practice. Here the pupil serves a sort of apprenticeship under the eye of a master. This is, in fact, a de-

partment of practice and training. The name should indicate it. These two divisions are co-ordinate and cover the entire field occupied by all but two of the Normal schools.

They might be called :

1. The Department of Instruction.
2. The Department of Practice.

Or if it be desired to have these names coincide more closely with the name applied to all but one of the schools, viz.: Normal and Training schools, the following names might be used instead of the above.

1. The Normal Department.
2. The Training Department.

What are now called in some of the schools 'Intermediate' and 'Primary Departments,' are, in fact, subdivisions of the training or practice department, hence the word 'department' should not be applied to them, that name having already been appropriated. They might be called divisions. These again are subdivided into 'grades.' We should then have departments, divisions and grades, one above the other.

Again the name 'Academic Department' is a misnomer in all the Normal schools of the State except Brockport and Fredonia. At Albany and Oswego the name is not used. There is no such thing at Buffalo, Cortland, Potsdam and Geneseo, as an academic department, properly so called. There are pupils in them who do not promise to teach, but who pay tuition instead. No separate classes are formed for them, except that, at Geneseo, there is one separate recitation daily. They pay for and get instruction in some of the classes in the department of instruction. These may properly be called academic pupils. They do not constitute a department. It is otherwise, however, at Brockport and Fredonia. There the name is still applicable."

MEMORANDUM OF SALARY.

The salary of Prof. Samuel J. Sornberger was advanced from \$1,200 to \$1,400, the advance to begin with the 23d term, September 3, 1879.

THE LOCAL BOARD.

Hon. Horatio Ballard died October 8, 1879. The Local Board, at a special meeting, October 9, adopted the following resolutions of respect, which were submitted by the president of the board, Dr. Frederick Hyde :

Since death has removed from this board another of its original members, we desire to express the loss it sustains in the decease of our worthy colleague, Hon. Horatio Ballard. While we realize the weight of this bereavement which comes in reality so near to us, we are grateful that it leaves so many pleasant associations during the years of our mutual services in the duties of a common Local Board. Therefore,

Resolved, That while reverently submitting to an overruling Providence in the sad event which has taken from us our co-worker and associate, Horatio Ballard, we feel that we have lost a faithful friend, and the institution a member whose fidelity to its interests never wavered.

Resolved, That a copy of the proceedings of this meeting of the board be sent to the family of the deceased, and also a copy be furnished to each of the papers in this village and to the Homer paper.

Resolved, That the proceedings of this meeting be placed on the records of the institution, and that the members of the Local Board will in a body attend the funeral of the deceased.

Similar resolutions of regard were adopted by the faculty of the school; the students, through a committee, prepared resolutions that were adopted by the Normal school.

October 28, 1879, Mr. J. C. Carmichael was appointed member of the board. The board now consists of the following gentlemen: Frederick Hyde, M. D., President; Charles C. Taylor, Treasurer; Norman Chamberlain, Secretary; Hon. R. H. Duell, Henry Brewer, Wm. Newkirk, Robert B. Smith, Jas. S. Squires, J. C. Carmichael.

REPAIRS.

Through the influence of Hon. George H. Arnold, member of Assembly from this county, the Legislature of 1879 granted a special appropriation to the school. A portion of this was expended in purchasing additions to the grounds east of the building. These have been graded, and add much to the former beauty of the grounds. The building has been thoroughly repaired under the general supervision of the committee on the building and grounds, consisting of Messrs. Henry Brewer, Norman Chamberlain and R. B. Smith, whom the board charged with the work. The committee engaged Mr. L. G. Viele, a master workman, to take charge of the details. The committee have been untiring in their zeal and attentions in carrying out the needed improvements; they have conducted the work upon a basis of a rigid economy, consistent with substantial workmanship. The first and second stories have been re-floored and ceiled. The roof has been largely relaid. The rooms for the department of science have been placed at the east end of the second floor. Other rooms have been changed. The library has been moved to the spacious room in the middle portion, south, first floor. In brief, many changes have been made, and the building is in far better condition now, and is more valuable to the State, than when it was accepted in 1868.

ATTENDANCE.

Attendance for the year closing September 30, 1879:

Whole number of Normal students.	398
Average attendance of Normal students.....	177

Average age of Normal students: .

Males.....	20
Females.....	19

Attendance by terms.

The following table shows the number of new Normal students — names not appearing upon the roll before — for each term during the history of the school:

No. term.		Gentlemen.	Ladies.	Total.
1 ...	From March 8, 1869, to July 20, 1869	28	29	57
2 ...	From September 8, 1869, to February 1, 1870	48	68	116
3 ...	From February 16, 1870, to July 1, 1870	30	40	70
4 ...	From September 14, 1870, to January 31, 1871	56	84	140
5 ...	From February 15, 1871, to June 30, 1871	18	22	40
6 ...	From September 6, 1871 to January 30, 1872	51	55	106
7 ...	From February 14, 1872, to July 2, 1872	23	20	43
8 ...	From September 4, 1872, to January 28, 1873	26	47	73
9 ...	From February 12, 1873, to July 1, 1873	26	26	52
10 ...	From September 3, 1873, to January 27, 1874	39	71	110
11 ...	From February 11, 1874, to June 30, 1874	18	19	37
12 ...	From September 2, 1874, to January 26, 1875	36	62	98
13 ...	From February 10, 1875, to June 29, 1875	20	24	44
14 ...	From September 1, 1875, to January 25, 1876	32	61	93
15 ...	From February 9, 1876, to June 27, 1876	17	19	36
16 ...	From September 6, 1876, to January 30, 1877	36	68	104
17 ...	From February 14, 1877, to July 3, 1877	21	20	41
18 ...	From September 5, 1877, to January 29, 1878	20	48	68
19 ...	From February 13, 1878, to July 2, 1878	15	17	32
20 ...	From September 4, 1878, to January 28, 1879	33	47	80
21 ...	From February 12, 1879, to July 1, 1879	32	17	49
		625	864	1,489

Attendance by the year.

No. of years.	Normal.	TRAINING SCHOOL.			Total.
		Academic department.	Intermediate and senior department.	Primary and junior department.	
1	(1½ years.) 135	21	322	304	782
2	322	25	346	341	1,034
3	401	40	162	277	880
4	370	61	205	281	917
5	390	40	149	259	888
6	399	27	164	381	971
7	370	36	159	242	807
8	377	50	121	247	795
9	361	53	107	248	769
10	324	..	110	197	631
11	398	23	117	211	749
	Total... 3,847	376	1,962	2,988	9,173

TEACHERS WHO HAVE BEEN CONNECTED WITH THE SCHOOL.

NAMES.	Departments.	Services began.	Services closed.
Jas. H. Hoose, A. M., Ph.D.	Principal, Mental Science and Philosophy of Education...	March 3, 1869	
Norman F. Wright, A. M.	Latin and Greek	March 3, 1869	Jan. 30, 1877
Thomas B. Stowell, A. M.	Natural Sciences	March 3, 1869	
Frank S. Capen, A. M.	Mathematics	March 3, 1869	
Martha Roe	Methods, and Superintendent of Training School	March 3, 1869	
Mrs. Martha E. Couch	Modern Languages	March 3, 1869	July 20, 1869
Helen E. M. Babcock	History, Rhetoric, Geography until 1870, then Modern Languages	March 3, 1869	July 2, 1872
Marianne Bates	Vocal Music	March 3, 1869	July 20, 1869
Mrs. Lemoyne A. Hoose	Drawing	March 3, 1869	July 20, 1869
Helen K. Hubbard	Principal and Critic in the Intermediate Department	March 3, 1869	July 2, 1872
Margaret Hunter	Principal and Critic in Primary Department	March 3, 1869	Feb. 1, 1870
Charles A. Fowler	Assistant in Intermediate Department	March 3, 1869	July 1, 1870
Mary Morton	Drawing	Sept. 8, 1869	Jan. 28, 1873
Mrs. O. S. Douglass	Vocal Music	Sept. 8, 1869	Oct. 1, 1869
Mary F. Hall	Critic in Intermediate Department	Sept. 8, 1869	July 1, 1870
Mrs. Helen D. Kendall	Critic in Primary Department	Sept. 8, 1869	July 1, 1870
Mary F. Hendrick	Reading, Elocution, Gymnastics, Rhetoric, English Literature	Sept. 8, 1869	Jan. 28, 1872
Mary Marsh	Vocal Music	Oct. 1, 1869	Jan. 28, 1872
Mrs. Helen M. Smith	Principal and Critic in Primary Department	Feb. 16, 1870	Sept. 14, 1870
Amanda J. Hopkins	Critic in Intermediate Department until September 24, 1873, then Principal & Critic	Sept. 14, 1870	June 27, 1876
Sarah M. Sutton	English Grammar & History	Sept. 14, 1870	Jan. 27, 1874
Mrs. Theodore Perkins	Principal and Critic in Primary Department	Sept. 14, 1870	Jan. 31, 1871
Mary E. Lester	Principal and Critic in Primary Department	Feb. 15, 1871	Jan. 28, 1873
Julia H. Willis	Critic in Primary Department	Feb. 15, 1871	Jan. 20, 1872
James H. Shults	Principal of Academic Department until September, 1877, then Department of English Physics & Greek	Sept. 6, 1876	July 2, 1878
Emily E. Cole	Principal and Critic of Primary Department	Feb. 14, 1872	
Clara E. Booth	Modern Languages	Sept. 4, 1872	
Mary A. Hubbard	Principal and Critic in Intermediate Department	Sept. 4, 1872	Died September 24, 1873
Helen P. Eels	Critic in Primary Department	Feb. 12, 1873	July 1, 1873
Sara A. Saunders	Critic in Primary Department	Sept. 3, 1873	
Henrietta Van Ness	Critic in Intermediate Department	Sept. 24, 1873	June 30, 1874
M. Anzolette Drake	Vocal Music and Drawing	Sept. 3, 1873	Jan. 19, 1874
James M. Milne	Principal of Academic Department, then Latin and Greek	First time Sept. 3, 1873	June 27, 1876
Mrs. E. P. Halbert	Vocal Music and Drawing	Second time Sept. 5, 1877	
S. John Sornberger	English Grammar and Geography and Physics	Jan. 19, 1874	
Elizabeth Rase	Critic in Intermediate Department until September 6, 1876, then Principal and Critic	First time Sept. 2, 1874	June 27, 1876
Mrs. Lottie T. Corlew	Critic in Intermediate Department	Second time Sept. 4, 1873	
		Sept. 2, 1874	
		Sept. 6, 1876	

DETAILED STATEMENT OF RECEIPTS AND AUDITED LIABILITIES MADE
BY THE LOCAL BOARD OF THE STATE NORMAL AND TRAINING
SCHOOL AT CORTLAND, N. Y., FOR THE YEAR FROM OCTOBER 1,
1878, TO SEPTEMBER 30, 1879.

Receipts.

Amount on hand October 1, 1878, tuitions, etc.....	\$1,826 45
Received from the State.....	27,927 00
Received from other sources, tuitions, rent of text-books, etc.....	114 00
	<hr/> \$29,867 45

DISBURSEMENTS.

Teachers' Salaries.

James H. Hoose.....	\$2,000 00
Thomas B. Stowell.....	1,860 00
Frank S. Capen.....	1,600 00
James M. Milne.....	1,400 00
John S. Sornberger.....	1,200 00
Martha Roe.....	900 00
M. Francis Hendrick.....	750 00
Clara Booth.....	700 00
Emily P. Halbert.....	550 00
Mrs. J. H. Hoose.....	140 00
Elizabeth Rase.....	700 00
Mrs. Lottie T. Corlew.....	700 00
Emily E. Cole.....	700 00
Sara A. Saunders.....	700 00
	<hr/> \$13,900 00

Library and Apparatus.

Buffalo Dental Manufacturing Company....	\$13 95
Davis, Bardeen & Company.....	38 20
Edward, T.....	18 00
Gill, Watson, books for reference library....	59 00
Mahan, Alexander.....	58 68
Office sundries, books.....	42 00
Periodicals and papers from tuition fund, vouchers with the treasurer of the Local Board.....	173 45
Stowell, T. B.....	31 91
Wallace, D. F., books for reference library..	310 51
	<hr/>

745 70

Repairs and Improvements.

Collins, Charles W., supplies.....	\$4 25
Dickenson, A. F., carpets.....	130 90
Haben, Ball & Co.....	21 80

*Townsend, Mrs., land to enlarge grounds..	\$3,250 00	
Repairs.....	7,390 32	
Viele, L. H.....	131 97	
		<hr/>
		\$10,929 24

Contingent Expenses.

Arnold, George H., supplies.....	\$4 00	
Benton, Henry F., lumber and work.....	70 91	
Bradford, G. W., chemicals and stationery...	126 13	
Brewer & Schemerhorn, chamois skin.....	1 40	
Chamberlain, C. S., supplies	91 68	
Clark, William H., printing.....	48 00	
Carmichael, J. C., repairs.....	34 03	
Chamberlain, Norman, postage.....	6 00	
Chamberlain, Floyd, hardware.....	19 63	
Chamberlain Manufacturing Co., hardware..	16 50	
Foundry and Machine Co., repairs and works,	38 80	
Freer, C. D., coal and wood.....	487 32	
Gavit & Co., diplomas.....	17 85	
Gooding, Sidney, janitor.....	500 00	
Homer and Cortland Gas Co.....	157 99	
Hodges, D. W., soap.....	2 00	
Jones, B. B., printing	100 75	
Knight, F. E., maps.....	12 00	
Kellogg & Place, supplies.....	58 43	
Mahan, Alexander, supplies, piano rent....	16 50	
McCarthy, John, labor.....	75	
Office sundries.....	156 82	
Return fare of Normal students	230 03	
Rood, Warner, hall rent	20 00	
Sanders, Delos, repairing clocks	2 75	
Smith & Kingsbury, sundries....	6 15	
Silverman, L., photographs of programmes,	3 00	
Stowell, T. B., sundries.....	25 02	
Smith, Benjamin, brooms.....	4 00	
Smith & Myers, seed.....	1 95	
Taylor, C. C., postage	5 74	
Tanner Brothers, ribbon.....	5 50	
Warren & Tanner, eraser covers	3 70	
Wallace, D. F., stationery and supplies.....	210 68	
Papyrograph Co., stationery and supplies...	29 50	
Price & Darby, hall rent.....	10 00	
		<hr/>
Total.....		\$2,525 51

* From special appropriation; vouchers in the office of the Comptroller.

LADIES.

Mary Elizabeth Crowell	Groton, Tompkins Co., N. Y.
Ida Louise Hotchkiss	Cornwall, Orange Co., N. Y.
Adelia Jennie Lape	Clyde, Wayne Co., N. Y.
Ida Estella Lidell.....	Taylor, Cortland Co., N. Y.
Claire Norton	Homer, Cortland Co., N. Y.
Mary Elizabeth Tubbs	Newark Valley, Tioga Co., N. Y.

RECAPITULATION.

Gentlemen	7
Ladies.....	12
Total.....	19

CATALOGUE OF GRADUATES SINCE THE OPENING OF SCHOOL.

Gentlemen.

	Class.
Beardsley, Francis M.	June 27, '76
Bradford, W. H.	Jan. 26, '75
Brown, Arthur H.	June 30, '74
Bruce, Francis W.	June 27, '76
Buell, Charles J.	June 27, '76
Brownell, Joseph H.	July 3, '77
Bangs, Elmer.....	July 2, '78
Brown, Charles S.	July 1, '79
Conable, Morris R.	July 3, '77
Chapman, Jay W.	July 1, '79
Coleman, Edson N.	July 1, '79
Donnelly, James W.	June 29, '78
Dewey, Charles O.	July 3, '77
Dates, Thomas B.	July 2, '78
Dempster, W. H.	July 2, '78
Fowler, Charles A.	July 1, '70
Falk, Casimir.....	July 1, '73
Hopkins, Hiram L.	July 2, '72
Hitchcock, N. H.	Jan. 25, '76
Kales, John W.	July 1, '73
Kane, M. N.	July 1, '73
Keeler, M. J.	June 30, '71
Kenney, E. C.	Jan. 26, '75
Kerr, W. D.	Jan. 25, '76
Knox, A. E.	Jan. 25, '76
Knox, S. S.	June 30, '71
Kinney, Harvey A.	July 2, '78
Lusk, J. L.	Jan. 27, '74
Murphy, C. P.*.....	Jan. 30, '72
Magoris, Anthony.....	Jan. 25, '70
McCoy, F. A.	July 2, '78
Parsons, F. H.	June 30, '74
Pearne, W. U.	July 1, '70

* Deceased.

	Class.
Page, Emmet D.....	July 2, '78
Purcell, B. W.....	July 1, '79
Robinson, W. P.....	June 30, '71
Ryan, George E.....	July 2, '72
Shults, James H.....	June 30, '71
Spencer, W. S.....	June 30, '72
Sornberger, S. J.....	June 30, '74
Squires, Frank J.....	June 30, '74
Stilwell, La Mont.....	July 2, '78
Stowell, Dayton P.....	Jan. 28, '79
Terry, Hamilton.....	July 1, '79
Vanderburgh, F. A.....	July 1, '70
Vandewaker, J. E.....	June 29, '75
Viele, John J.....	July 3, '77
Wood, Cyrus J.....	July 3, '77

Ladies.

	Class.
Ainslie, Eda A.....	June 30, '74
Ainsworth, Ella A.....	June 30, '71
Angell, Sarah L.....	July 1, '73
Brownell, Annie L.....	July 1, '70
Bentley, Jennie L.....	July 31, '71
Brainard, Ella F.....	June 30, '71
Bostwick Sarah.....	June 30, '71
Brown, Sarah A.....	June 30, '71
Black, Anna.....	July 2, '72
Booth, Clara E.....	July 2, '72
Baldwin, Esther E.....	July 2, '72
Bradley, Sarah E.....	Jan. 28, '73
Blakslee, Mary L.....	June 30, '74
Babcock, Estelle V.....	June 26, '75
Barron, Annie M.....	June 29, '75
Bennett, Anna.....	Jan. 30, '77
Beach, Mary L.....	July 3, '77
Brown, Emma M.....	July 3, '77
Beach, Alice M.....	Jan. 29, '78
Bennett, Florence E.....	July 2, '78
Cole, Sarah M.....	July 1, '70
Cole, Emily E.....	Jan. 31, '71
Cateley, Alice M.....	June 30, '71
Caminga, Frederica B.....	July 2, '72
Chollar, Phebe O.....	Jan. 28, '73
Cobb, Marietta S.....	July 1, '73
Campbell, Mary S.....	June 30, '74
Comstock, Jennie E.....	Jan. 26, '75
Corker, Anna S.....	June 30, '74
Campbell, Alice C.....	Jan. 26, '75
Comstock, Ellen A.....	Jan. 26, '75
Couch, Ida A.....	Jan. 27, '75
Clark, Sarah E.....	June 29, '75

	Class.
Calvert, Etta A	June 27, '76
Corlew, Lottie T	June 27, '76
Crane, Adella E	July 2, '78
Crowell, Mary E	July 1, '79
Douglass, Susan J	July 1, '73
Dean, Harriet E	June 29, '75
Davenport, Anna L	June 29, '75
Dailey, Helen E	July 3, '77
Dickenson, Ida A	July 2, '78
Draper, Ellen L	Jan. 28, '79
Eels, Helen P	June 30, '71
Ellis, Hulda A	June 28, '73
Eddy, Carry B	June 29, '75
Evans, Ophelia E	July 2, '78
Ellis, Franc C	Jan. 28, '79
Finney, Madge M	Jan. 31, '71
Fletcher, Sarah F	June 30, '71
Fowler, Cassie R	July 2, '72
Fuller, Ellen	Jan. 28, '73
Fenner, Kate S	July 1, '73
Ford, Alice C	June 30, '74
Freeland, Anna E	Jan. 26, '75
Fortner, Sarah E	Jan. 26, '75
Fitch, Cora L	June 27, '76
Ferris, Mary J	July 3, '77
French, Mary J	July 2, '78
Fletcher, Flora A	Jan. 28, '79
Gaffney, Emma	Jan. 30, '72
Gilbert, Flora A	Jan. 30, '72
Greene, Flora A	July 2, '72
Griswold, Ida	July 2, '72
Grover, Mary A	June 30, '74
Gartland, Anna B	July 3, '77
Gardner, E. Carrie	Jan. 28, '79
Hull, Francelia A	June 30, '71
Hall, Emily A	June 30, '72
Hawley, Helen	Jan. 30, '72
Hubbard, Mary A*	Jan. 30, '72
Hall, Libby M	July 2, '72
Harris, Libby L	July 2, '72
Hubbard, Myra M	July 2, '72
Hopkins, Mary L	July 2, '72
Hotchkiss, Viola P	July 1, '73
Hathaway, Ida M	Jan. 25, '76
Higley, Louise	Jan. 25, '76
Hoagland, Katherine M	Jan. 25, '76
Hubbard, Sarah H	Jan. 25, '76
Holdridge, Fannie	June 27, '76
Hathaway, Ida J	Jan. 25, '76

* Deceased.

	Class.
Hubbard, Frances J.....	July 3, '77
Howland, Grace I.....	July 3, '77
Hammond, Mattie C.....	Jan. 29, '78
Hotchkiss, Eva C.....	Jan. 29, '78
Higgins, Mary A.....	July 2, '78
Hoag, Charlotte J.....	July 2, '78
Hotchkiss, Ida L.....	July 1, '79
Jagger, Carrie L.....	Jan. 25, '76
Kane, Annie E.....	July 2, '72
Kerr, Helen A.....	Jan. 25, '76
Kinney, Una F.....	June 27, '76
Keyes, Ella L.*.....	June 27, '76
Knapp, Anna M.....	Jan. 30, '77
Knapp, Mary E.....	July 2, '78
Lester, Mary E.....	Jan. 31, '71
Lincoln, Alice L.....	Jan. 31, '71
Lee, Mary E.....	Jan. 31, '71
Lewis, Ella M.....	June 30, '71
Lynch, Sarah E.....	June 30, '74
Leonard, Anna M.....	Jan. 25, '76
Lyman, Harriet N.....	July 2, '78
Lape, Adelia J.....	July 1, '79
Lidell, Ida E.....	July 1, '79
Miers, Amelia*.....	June 30, '71
Mathewson, Ella L.....	June 30, '71
McGraw, Clara H.....	July 2, '72
McGraw, Edith H.....	July 2, '72
Maritt, Ella M.....	July 2, '72
McLean, Eliazette.....	July 2, '72
Montgomery, Julia F.....	July 2, '72
Myers, Helena M.....	July 1, '73
Myers, Helene M.....	July 1, '73
Messereau, Henrietta.....	Jan. 27, '74
May, Ella D.....	June 30, '74
Mitchell, Marian L.....	June 27, '76
Northrup, Adda A.....	July 1, '70
Nelson, M. Belle.....	July 1, '73
Nye, Esther E.....	Jan. 26, '75
Norton, Claire.....	July 1, '79
Pomeroy, Clara S.....	Jan. 31, '71
Pomeroy, Anna C.....	Jan. 31, '71
Perry, Mary A.....	Jan. 31, '71
Potter, Helen L.....	June 30, '71
Preston, M. Ella.....	July 1, '73
Peck, M. Louise.....	July 1, '73
Purinton, Cora A.....	Jan. 27, '74
Peck, Catherine M.....	June 30, '74
Paul, Euphemia A.....	June 29, '75
Pierce, Lydia M.....	June 27, '76
Peck, Katharine A.....	July 3, '77

* Deceased.

	Class.
Petrie, Genevieve.....	July 3, '77
Pearne, Ellen J.....	Jan. 29, '78
Peck, Mary E.....	July 2, '78
Price, Ina C.....	July 2, '78
Phelps, Emily L.....	July 2, '78
Ratcliffe, Adaline A.....	July 31, '70
Richardson, Carrie E.....	July 2, '72
Rose, Elizabeth.....	July 1, '73
Robinson, Katharine E.....	Jan. 26, '75
Rolfe, Mary E.....	Jan. 26, '75
Redmond, Nora.....	Jan. 29, '78
Rigby, Martha J.....	July 2, '78
Rindge, Clara S.....	July 2, '78
Stuart, Kate R.....	July 1, '70
Smith, Hattie A.....	Jan. 31, '71
Stickney, Fannie.....	Jan. 31, '71
Seacord, Mary K.....	Jan. 30, '72
Smith, Bertha E.....	July 2, '72
Stillman, Marie S.....	July 2, '72
Scott, Catharine A.....	Jan. 28, '73
Sornberger, Loraine E.*.....	Jan. 28, '73
Saunders, Sarah A.....	July 1, '73
Springer, Ella M.....	June 30, '74
Skeele, Minnie H.....	Jan. 25, '76
Smith, Eliza J.....	June 27, '76
Smith, Ida A.....	Jan. 30, '77
Saxton, Kittie C.....	July 3, '77
Sargeant, Mary.....	July 2, '78
Tillinghast, Mary.....	Jan. 31, '71
Tackabury, Libbie G.....	Jan. 30, '72
Trippe, Flora V.....	July 1, '73
Turner, Mary J.....	June 30, '74
Tyler, Laura E.....	Jan. 25, '76
Thompson, Nellie E.....	June 27, '76
Taylor, Lydia A.....	Jan. 29, '78
Tice, Florence.....	July 2, '78
Taylor, Bertha J.....	Jan. 28, '79
Tubbs, Mary E.....	July 1, '79
Upson, Ada H.....	June 29, '75
Van Ness, Henrietta.....	June 30, '71
Van Sicklen, O. V. R. Bell.....	July 1, '73
Van Sicklen, Julia.....	July 1, '73
Willis, Mary L.*.....	July 1, '70
Willis, Julia H.....	July 1, '70
Wright, Florence M.....	June 30, '71
Wiles, Emma A.....	Jan. 30, '72
Woodruff, Julia E.....	Jan. 30, '72
Willey, Mary B.....	July 2, '72
Wallace, Ada J.....	June 30, '74
Williams, Jennie E.....	June 30, '74

*Deceased.

	Class.
Woodmancy, Emma V.....	Jan. 26, '75
Webster, Ella A.*.....	June 29, '75
Whitney, Annie L.	June 29, '76
Walker, Florence	Jan. 29, '78
Wheaton, Emma.....	Jan. 29, '78
Wells, Jennie.....	Jan. 29, '78
Wood, Marv L.....	July 2, '78

(Q.)

ANNUAL REPORT OF THE LOCAL BOARD OF THE STATE NORMAL AND TRAINING SCHOOL AT FREDONIA.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR.—The Local Board of the State Normal and Training School at Fredonia, in accordance with the requirement of the statute, beg leave to submit the following report of the condition of the school under their care for the year ending September 30, 1879.

I. CONDITION OF PROPERTY.

The exterior of the building has been painted during the year, and is in good condition. Some floors have been relaid, and most of the other floors are in need of relaying, and the walls and ceilings are also in need of some repairs, particularly in parts of the building that have suffered from shrinking or settling. These repairs should be made, and also some changes to remedy serious defects in the original construction of the building.

New furniture has been obtained for the office and waiting-rooms, and rooms have been fitted up for the department of natural sciences.

The libraries and apparatus are substantially as at the time of the last report.

II. LOCAL BOARD.

Hon. Lorenzo Morris, President; Louis McKinstry, Secretary; Philo H. Stevens, Franklin Burritt, C. L. Mark, C. D. Hinckley, Alva Colburn.

III. FACULTY.

Francis B. Palmer, Ph. D., Principal, History and Philosophy of Education.

J. M. Cassety, A. M., Vice-Principal, Mathematics and German.

Oscar R. Burchard, A. M., Ancient Languages.

Charles A. Babcock, A. M., Natural Sciences.

Miss Elizabeth Richardson, Methods and Superintendent of Practice.

* Deceased.

Mrs. Kate B. Burchard, Composition, Rhetoric, English Literature.
 Miss Minnie B. Blair, Drawing and Geometry.
 Mrs. Zenani G. Carruth, French and History.
 Miss Anna J. Markham, Teacher of Music.
 Emmett D. Page, Principal Senior Department.
 Miss Jeannie Kinsman, Principal Junior Department.
 Miss Sarah Glisan, Assistant Senior Department.
 Miss Anna McKinstry, Assistant Senior Department.
 Miss Lizzie M. Mathews, Assistant Junior Department.
 Miss Eva Wilkins, Assistant Junior Department.

IV. ATTENDANCE.

Number of pupils registered :

Normal	179
Academic	66
Intermediate	186
Primary	212

Average attendance :

Normal	108
Academic	41
Intermediate	75
Primary	76

V. GRADUATES.

Classical — Ada J. Ferris, Fredonia ; Addie L. Herrick, Dunkirk ; Alice M. Johnson, Fredonia ; May Lewis, Fredonia ; * Florette Lewis, Fredonia ; † Mary F. Lord, Fredonia ; Sarah C. Martin, Fredonia ; Mary A. Scully, Dunkirk ; Ida M. B. Smith, Dunkirk ; Clara Snow, Fredonia ; Julia K. Woodford, Fredonia ; Theodore C. Burgess, Silver Creek ; Francis M. Strang, Fredonia.

Advanced English — Susan Greene, Fredonia ; Cora E. Harris, Jamestown ; Carrie B. Smith, Laona ; Hettie I. Smith, Batavia ; Minnie M. Stebbins, Sheridan ; George L. Hutchinson, Dunkirk.

Elementary English — Frances A. Houghton, Fredonia ; Cora E. Wetherbee, Holley ; Dora Mullen, Fredonia ; Frank M. Howe, Fredonia.

Academic Department.

Classical — Mary M. Lake, Fredonia.

Advanced English — Mary J. Nelson, Dunkirk ; George N. Frazine, Sugar Grove, Pa. ; Charles G. Smith, Fredonia.

VI. FINANCIAL STATEMENT.

Receipts.

Amount received from State	\$17,743 41
Amount tuition on hand	450 61
Amount tuition received	323 00
Amount received from other sources	13 41
Total	\$18,530 43

* Graduated from the Academic Department 1874.
 † 1877.

DETAILED ACCOUNT OF EXPENDITURES.

Salaries.

Dr. J. H. Hoose, acting principal.....	\$500 00
F. B. Palmer, A. M., principal	2,000 00
James M. Cassety, A. M.	1,800 00
Oscar R. Burchard, A. M.	1,500 00
Charles A. Babcock, A. M.	1,500 00
Elizabeth Richardson.....	1,200 00
Mrs. Kate B. Burchard.....	800 00
Minnie B. Blair.....	900 00
Mrs. Z. G. Carruth.....	400 00
Anna J. Markham.....	300 00
Emmett D. Page.....	800 00
Jeannie Kinsman.....	800 00
Sarah A. Glison.....	600 00
Annie McKinstry.....	600 00
Mrs. Lizzie M. Mathews	600 00
Eva Wilkins	600 00
Patrick McDonnell, janitor	800 00
Total.....	<u>\$15,700 00</u>

Fuel and Light.

1878.		
November 12.	P. H. Stevens, wood.....	\$37 90
November 12.	Nat. Gas Co., gas.....	47 10
1879.		
February 7.	P. H. Stevens, wood.....	10 50
February 7.	Nat. Gas Co., gas	13 50
May 5.	Nat. Gas Co., gas.....	11 10
May 5.	P. H. Stevens, wood.....	12 06
July 14.	P. H. Stevens, wood.....	23 51
July 23.	Nat. Gas Co., gas	4 75
Total.....		<u>\$160 42</u>

Repairs and Improvements.

1878.		
November 12.	Canty & Thompson, repairing.....	\$5 25
November 12.	White & Wells, repairing	32 57
November 12.	Nat. Gas Light Co., plumbing.....	20 14
1879.		
February 7.	White & Wells, storm houses.....	55 88
February 7.	Henry Bridgeford, plastering.....	6 75
February 7.	D. A. Clark, glass, etc.....	6 01
February 7.	Nat. Gas Co., plumbing.....	6 02
May 5.	Nat. Gas Co., plumbing.....	23 93
May 5.	Henry Bridgeford, plastering.....	6 00
May 5.	White & Wells, lumber and labor.....	274 96

May	5. Potter Brothers, lumber and labor	\$85 61
May	5. A. Collis, painting	55 85
Total.....		<u>\$578 97</u>

Text-Books.

1878.		
November 12.	Sheldon & Co	\$33 48
November 12.	J. C. Frisbee	56 00
1879.		
February	7. Ivison, Blakeman & Taylor	33 75
February	7. J. C. Frisbee	25 92
February	7. O. R. Burchard, dictionaries	15 00
February	7. Anna J. Markham, music books	33 00
May	5. F. W. Howard	42 14
May	5. Potter, Ainsworth & Co	36 18
May	5. F. C. Chatsey	44 88
Total.....		<u>\$320 35</u>

Mileage.

February	7. Students, mileage	\$22 48
July	23. Students, mileage	19 88
Total.....		<u>\$42 36</u>

Miscellaneous.

1878.		
November 12.	W. B. Archibald, use of organ	\$96 00
November 12.	W. McKinstry & Son, printing	48 75
November 12.	E. A. Sheldon, express charges	5 25
November 12.	J. C. Frisbee, stationery	54 70
November 12.	D. F. Wallace, stationery	11 50
November 12.	W. W. Scott, hardware	28 06
November 12.	Victor Manufacturing Co., ink	1 00
November 12.	L. McKinstry, disbursements	9 79
November 12.	Gavit & Co., diplomas	18 70
November 12.	Putnam Bros., cloth	5 89
November 12.	C. F. White & Co., printing	23 50
November 12.	J. H. Hoose, disbursements	65 36
1879.		
February	7. Putnam Bros., carpets	47 05
February	7. C. F. White & Co., printing	27 00
February	7. J. M. Cassety, carpet	5 00
February	7. J. C. Frisbee, stationery, etc	20 99
February	7. W. McKinstry & Son, printing and advertising	34 50
February	7. Secretary, postage	10 24
February	7. L. A. Barmore, furniture	3 75

February	7. F. W. Howard, stationery.....	\$8 65
February	7. W. B. Archibald, new organ.....	100 00
May	5. C. F. White & Co., printing.....	35 90
May	5. W. McKinstry & Son, printing.....	48 35
May	5. J. W. Syles, tuning piano.....	5 00
May	5. L. A. Barmore, furniture.....	32 25
May	5. L. McKinstry, disbursements.....	14 57
May	5. H. A. Ward, anatomical specimens.....	123 50
May	5. D. L. Shepard, hardware.....	14 74
May	5. Mrs. J. W. Armstrong, gas fixtures.....	18 00
July	23. A. Geiger, tuning piano.....	2 00
July	23. L. McKinstry, postage.....	19 13
July	12. C. F. White, printing.....	2 19
Total		<u>\$941 31</u>

Paid from Tuition.

1878.		
November	23. Gavit & Co., diplomas.....	\$3 00
1879.		
February	7. Rural Home, 700 copies.....	17 50
May	5. Parker & Hendricks, paper.....	22 13
May	5. Ferris & Weber, papers.....	22 50
July	7. Natural Gas Co., plumbing.....	48 80
July	7. Adam, Meldrum & Co., carpets.....	283 85
July	7. A. Callis, painting, etc.....	33 55
July	7. George W. Blood, furniture.....	39 00
July	7. Porter Bros., shutters, etc.....	61 15
July	7. L. A. Barmore, furniture.....	195 00
July	12. C. F. White & Co., printing.....	13 81
July	23. F. B. Palmer, disbursements.....	19 08
July	23. J. D. Maynard, chemicals.....	2 20
July	23. W. McKinstry & Son, printing.....	25 45
Total		<u>\$787 02</u>

Recapitulation.

Salaries of teachers and janitor.....	\$15,700 00
Fuel and lights.....	160 42
Repairs and improvements.....	578 97
Text-books.....	320 35
Mileage to students.....	42 36
Miscellaneous.....	941 31
	<hr/>
Total from appropriation.....	\$17,743 41
Total from academic fund.....	787 02
	<hr/>
Total expenditures.....	\$18,530 43

Tuition Account.

On hand October 1, 1878.....	\$450 61
Tuition received	323 00
Interest on deposit of tuition.....	13 41
Total	<u>\$787 02</u>
Expenditures during the year.....	<u>\$787 02</u>

STATE OF NEW YORK, }
Chautauqua County, } ss.:

Lorenzo Morris, president, and Louis McKinstry, secretary, of the Local Board of the State Normal and Training School at Fredonia, being duly sworn say, and each for himself says, that the foregoing report is true according to his best knowledge and belief.

L. MORRIS, *President.*

L. MCKINSTRY, *Secretary.*

Sworn to before me, this 30th }
day of December, 1879. }

E. F. WARREN,

Notary Public in and for Chautauqua Co.

(R.)

EIGHTH ANNUAL REPORT OF THE STATE NORMAL AND TRAINING SCHOOL AT GENESEO.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR. — The Local Board of the State Normal and Training School at Geneseo, in accordance with the requirements of law, herewith transmits its eighth annual report.

ATTENDANCE.

The number of pupils enrolled in the several departments from October 1, 1878, to September 30, 1879, was as follows:

Normal.....	312
Academic	108
School of Practice { Intermediate	156
{ Primary	185
Total.....	<u>761</u>

GRADUATES.

The whole number of graduates is:

Males	44
Females ..	108
Total.....	<u>152</u>

The whole number of graduates during the year was:

Males.....	11
Females.....	16
Total.....	<u>27</u>

GRADUATES OF 1879.

Arnold, Alice G.....	Geneseo, Livingston county.
Bennett, Ellura.....	Nunda, Livingston county.
Booth, Mary E.....	Geneseo, Livingston county.
Booher, Thomas J.....	Geneseo, Livingston county.
Brininstool, Ida.....	West Henrietta, Monroe county.
Clark, Oliver D.....	Geneseo, Livingston county.
Curtiss, Frank H.....	Geneseo, Livingston county.
Clark, Sarah A.....	Caledonia, Livingston county.
Diamond, Frank J.....	Alden, Erie county.
Dickinson, Emma.....	Geneseo, Livingston county.
Densmore, Metta.....	Livonia Station, Livingston county.
Gates, Harriet A.....	Warsaw, Wyoming county.
Goldsmith, Charles.....	Geneseo, Livingston county.
Jennings, George.....	Geneseo, Livingston county.
Kneeland, Austin.....	Geneseo, Livingston county.
Lamberson, Dora B.....	Centreville, Allegany county.
Lavery, Mary E.....	Geneseo, Livingston county.
Milroy, William F.....	York, Livingston county.
Morris, John J.....	Springwater, Livingston county.
Miller, G. Seymour.....	Cuylerville, Livingston county.
M'Pherson, Louise.....	Mumford, Monroe county.
Oley, S. Willard.....	Honeoye Falls, Monroe county.
Parker, Adell M.....	Whitesville, Allegany county.
Rippey, Ada C.....	Cuylerville, Livingston county.
Wolcott, Sarah E.....	Mumford, Monroe county.
Workley, Ida.....	Cuylerville, Livingston county.
Wheeler, Nellie.....	Perry, Wyoming county.

CHANGES IN THE FACULTY.

During the year, Lizzie McBride, who had been critic in the Primary Department, was elected principal, in place of Miss Allen, deceased, and Phebe B. Minard was elected critic in place of Miss McBride. The faculty during the year was as follows:

Name.	Department.
William J. Milne, A. M., Ph. D.,	Didactics.
Jerome Allen, A. M.....	Natural Sciences.
Reuben A. Waterbury, A.M....	Mathematics.
John M. Milne, A. B.....	Ancient Languages.
Miranda S. A. Kelsey.....	French and Rhetoric.
Sara F. Fletcher.....	Elementary Methods and Grammar.
Jennie C. Coe.....	Mathematics.
Mary E. Burns.....	Geography and Composition.
Myra P. Burdick.....	Intermediate School of Practice.

Name.	Department.
Delia M. Van Derbelt.....	Critic in Intermed. Sch. of Practice.
Lizzie McBride.....	Primary School of Practice.
Phebe B. Minard.....	Critic in Prim'y School of Practice.
Anna B. Sherwood, A. M.....	Reading and Elocution.
Mary E. Parks.....	Vocal Music.
Henriette Gerke.....	German.
Maria W. Chichester.....	Drawing.
Lizzie M. Walker.....	Instrumental Music.

LOCAL BOARD.

James Wood, President; Dr. Walter E. Lauderdale, Secretary; Hezekiah Allen, Treasurer; Col. John Rorbach, Adoniram J. Abbott, Hon. Solomon Hubbard, Hon. James W. Wadsworth, Ephraim F. Curtiss, William A. Wadsworth.

LOCATION.

The village of Geneseo is delightfully situated in the valley of the Genesee, thirty miles south of Rochester, on the railroad leading from Rochester to Dansville. Students living on the line of the New York Central railroad will take the cars to Rochester, and thence to Geneseo by the Erie railway. Students coming by the Erie railway will take the cars to Avon, and thence to Geneseo.

ADVANTAGES.

The school is supplied with a complete text-book library, containing, besides the works used in the school, others for reference. The students have free access to the Wadsworth Library, which contains nearly ten thousand volumes. There is, besides, a public reading-room, where can be found all the leading daily papers, papers on science, literature, art and religion, and all the monthlies and quarterlies, making it one of the most valuable aids to the student. The chemical and philosophical apparatus of the school is all new, and extensive enough to enable the student to perform all experiments of an elementary course.

BOARDING.

Board can be obtained in private families at rates varying from \$2.75 to \$4 per week, exclusive of washing. The Boarding Hall, in the Normal School building, is designed exclusively for ladies, in which board, including furnished room, fuel, lights and washing, is furnished at \$3.50 per week, payable quarterly in advance.

All who board in the Boarding Hall are required to furnish their own towels, napkins, sheets, pillow-cases and comforters; each of which, as well as every article of clothing, should be distinctly marked with the owner's name in full.

On arriving at Geneseo, students should go immediately to the Normal School building, where they will meet some member of the faculty, who will render them all necessary assistance in securing boarding places.

FINANCIAL EXHIBIT.

Receipts.

Amount in hands of Local Board October 1, 1878	\$306 84
Amount received from State during the year ending September 30, 1878	18,400 87
Amount received for tuition during the year	1,402 60
Total.....	<u>\$20,110 31</u>

Disbursements.

For teachers' salaries	\$13,450 00
For library, text-books and apparatus	317 69
For repairs and improvements	994 90
For other expenses	5,038 76
Amount in hands of Local Board September 30, 1879 ..	308 96
Total.....	<u>\$20,110 31</u>

DETAILED ACCOUNT OF EXPENDITURES.

Teachers' salaries :

Wm. J. Milne	\$2,500 00
Jerome Allen	1,600 00
R. A. Waterbury.....	1,600 00
John M. Milne	1,400 00
M. S. A. Kelsey	1,000 00
Sara F. Fletcher.....	1,000 00
Myra P. Burdick	700 00
Anna B. Sherwood	600 00
Lizzie McBride	485 00
Jennie C. Coe	450 00
Mary E. Burns	450 00
Delia M. Van Derbelt	450 00
Phebe B. Minard.....	315 00
Mary E. Parks	300 00
Henriette Gerke	300 00
Maria W. Chichester.....	300 00
Total	<u>\$13,450 00</u>

Library, text-books and apparatus:

S. Gardiner, apparatus.....	\$18 00
Harper & Brothers, books.....	12 60
E. B. Benjamin, chemicals, etc	62 10
Hersey & Co., books and chemicals.....	39 24
Jones Brothers & Co., books	46 35
E. Steiger, encyclopedia.....	5 00

G. P. Barclay, gymnastic apparatus ..	\$15 90
H. A. Ward, skeletons and casts	111 00
Wm. H. Howard, human skeleton	7 50

Total	<u>\$317 69</u>
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Repairs and improvements:

Youngs Brothers, hardware	\$2 08
E. E. Doty, hardware	173 57
C. M. Schuyler, painting	94 60
M. L. Perkins, painting	48 00
J. B. Gorham, slating	23 50
Beach & Metcalf, matting, etc.	111 16
Shackleton Steam Heating Co., radiators, etc.	224 34
J. Siddons, slate	25 00
S. Gardiner, bells	13 50
Elmira Advertising Co., binding books	18 40
J. B. Harris, Jr., repairs on iron work	14 00
M. W. Chase, settees	192 00
L. C. Morey, plants and trees	24 75
A. W. Butterway, furniture	30 00

Total	<u>\$994 90</u>
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Other expenses:

L. C. Morey, janitor	\$666 69
J. C. Greenhow & Son, advertising	2 50
S. P. Allen, advertising, printing, etc.	264 25
F. Leonard, fertilizer	15 25
J. C. G. Haynes, supplies	13 07
W. W. Killip, chemicals, etc.	9 01
W. J. Dounce & Co., coal	2,179 15
H. V. Colt, freight on coal	371 40
F. J. Crandall, work in laboratory	36 00
J. Curtis, lumber	18 45
A. J. Willard, drawing coal	157 50
Hersey & Co., stationery, books, etc.	88 26
S. Carey, labor	2 25
C. Quirk, labor	8 25
E. F. Curtiss, manure, seed, etc.	34 58
W. J. Milne, freight, express, postage, etc.	65 22
Mileage	273 91
T. F. Olmsted, teller, check book	4 50
T. F. Olmsted, treasurer, gas	140 90
Thomas Lovell, labor	19 50
F. N. Burt, paper and supplies	25 98
P. Crystal, labor	13 50
F. W. Mate, blacksmithing	9 20
E. E. Doty, hardware, etc.	101 11
A. W. Butterway, repairs on furniture	2 35
G. W. Husted, labor	18 00

SUPERINTENDENT OF PUBLIC INSTRUCTION. 183

S. O. Green, repairs on radiators, etc.....	\$56 80
J. Rorbach & Son, rent of piano	60 00
Jerome Allen, paper.....	6 00
J. Craig, coal.....	110 00
D. A. Reed, labor	18 00
W. E. Lauderdale, postage	2 00
Crossette & Sherwood, books, stationery, etc	147 72
Weed & Parsons, circulars.....	26 50
G. McFall, labor.....	21 50
Gavit & Co., diplomas.....	24 10
J. B. Harris, Jr., labor.....	3 38
G. S. Miller, labor.....	12 50
Exchange	48
P. Welch, labor.....	9 00
Total	\$5,038 76

LIVINGSTON COUNTY, ss.:

James Wood, president, and Walter E. Lauderdale, secretary, of the State Normal and Training School at Geneseo, being duly sworn say, and each for himself says, that he has examined the foregoing statement of receipts and expenditures, and believes the same to be in all respects correct.

JAMES WOOD,
WALTER E. LAUDERDALE.

Subscribed and sworn to before me, }
this 20th day of January, 1880. }

LORING OLMSTED,
Notary Public.

(S.)

ANNUAL REPORT OF THE OSWEGO STATE NORMAL AND
TRAINING SCHOOL, FOR THE YEAR ENDING SEPTEMBER
30, 1879.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction:

SIR.—In conformity to the requirements of law, the Local Board of the Oswego State Normal and Training School herewith submit their annual report for 1879 :

ATTENDANCE.

Number of pupils registered:	
Normal school.....	365
School of practice	476
Total	841

Average number of pupils in attendance:	
Normal school.....	283
School of practice.....	285
Total	568

In comparing the number registered with the number reported the previous year, there would seem to be a falling off in attendance. This is, however, deceptive; for the number in attendance was really larger in 1879 than in 1878, as is shown by the average attendance, which is considerably larger than last year. The reason why the number reported as registered this year is smaller than last year, is owing to the fact that the fall term for 1879 commenced the first of October, instead of the first Wednesday in September. This avoids the usual duplication that occurs where parts of these three are included.

OFFICERS.

STATE DEPARTMENT OF PUBLIC INSTRUCTION.

NEIL GILMOUR, Superintendent.

Local Board.

Gilbert Mollison, President.
John K. Post, Secretary.
Daniel G. Fort, Treasurer.
Samuel B. Johnson,
Benjamin Doolittle,
Theodore Irwin,

George B. Sloan,
David Harmon,
Alanson S. Page,
John M. Barrow,
Delos De Wolf,
Thomas S. Mott,

Abner C. Mattoon.

FACULTY.

The following changes have occurred in the faculty during the year. At her own request, Mrs. E. D. Straight was excused from her duties for a year and a half on account of ill health, and Miss Margaret W. Morley was appointed to take charge of the Drawing and Penmanship, and Miss Juliet A. Cook the classes in Literature and Composition.

Miss F. Elizabeth Sheldon resigned her position as teacher of Latin and Greek, and these subjects were assigned to Mrs. Mary D. Moore, the teacher of History.

Miss Martha A. Keeler, Principal of the Primary School of Practice, resigned her position for the purpose of devoting a year to study, and Miss Sarah J. Walter, the assistant Critic of the Junior Department of the School of Practice, was appointed to the position.

Miss Charlotte E. Hamilton, who was Assistant Critic in the Primary Department of this school, also resigned, and her place has been filled by the appointment of Miss Georgie A. Timerson; and the position made vacant in the Junior Department by the transfer of Miss Walter has been filled by the appointment of Miss Martha E. Churchill.

These latter appointments were made subsequent to the close of the fiscal year, but it seems better to make the record in this connection than to put it off to another year.

The following is a list of the names of the faculty as organized for the ensuing year :

Edward A. Sheldon, A. M., Ph. D., Didactics.

Henry H. Straight, A. M., Natural Sciences.

Isaac B. Poucher, A. M., Arithmetic, Algebra, and Methods of teaching Arithmetic.

Herman Krüsi, A. M., Geometry, History, and Philosophy of Education, German and French.

Matilda S. Cooper, English Grammar and Methods of teaching Grammar, and giving object lessons.

Mary V. Lee, M. D., Anatomy, Physiology and Hygiene, Reading and Methods of teaching Reading, Botany, Form and Inventive Drawing.

Mary D. Moore, Latin, Greek and History.

Juliet A. Cook, Literature and Composition.

Margaret W. Morley, Penmanship and Drawing.

Ordelia A. Lester, Composition, Rhetoric, Spelling, and Vocal Music.

Rose Whitney, Principal of School of Practice.

Sarah J. Walter, Geography, Methods in Color, and Principal of the Primary School of Practice.

Martha E. Churchill, Assistant Critic in the Junior School of Practice.

Georgie A. Timerson, Assistant Critic in the Primary School of Practice.

SPECIAL REPAIRS AND ENLARGEMENTS OF THE NORMAL SCHOOL BUILDING.

These have been going on during the year, and, although they have not seriously interfered with the work of the school, they have been a source of more or less interruption and annoyance, and have made it necessary to change somewhat the arrangement of the terms and vacations. The present expectation is that the building will be completed ready for occupancy by the beginning of the next spring term.

DETAILED STATEMENT OF THE RECEIPTS AND DISBURSEMENTS OF THE LOCAL BOARD FOR THE YEAR ENDING SEPTEMBER 30, 1879.

Receipts and Assets.

Balance in the hands of the building committee, being a part of the special appropriation for the enlargement and repairs of the school building	\$7,432 75
Amount received by the building committee from the comptroller, being a part of the special appropriation for building	30,000 00
Amount received from the Department of Public Instruction for the current expenses of the school	18,361 64
	<hr/>
	\$55,794 39

Disbursements.

Teachers' wages :

Edward A. Sheldon	\$2,500 00
Henry H. Straight	1,920 00
Isaac B. Poucher.....	1,800 00
Herman Krüsi.....	1,600 00
Matilda S. Cooper.....	1,200 00
Mary V. Lee	1,200 00
Mary D. Moore	200 00
Juliet A. Cook	150 00
Margaret W. Morley.....	300 00
Ordelia A. Lester	800 00
Rose Whitney.....	450 00
F. E. Sheldon.....	600 00
Martha A. Keeler.....	175 00
Sarah J. Walter.....	175 00
Emma D. Straight	450 00

\$13,520 00

Mileage accounts :

Amount paid January 27, 1879	\$440 51
Amount paid May 29, 1879.....	470 74

911 25

Apparatus accounts :

M. MacVicar, globe.....	\$35 00
Henry A. Ward, natural history collections and specimens.	101 00
W. J. Austen, chemicals and glassware	5 55
J. W. Schermerhorn, apparatus.....	6 38

147 93

Library accounts :

Hamilton & Nelson, books.....	\$60 61
Taintor Bros., books.....	74 52
Henry Holt & Co., Latin books.....	30 42
Peck & Schilling, tuning pianos	5 00
J. B. Brigham, index to "American Cyclo- pædia"	6 00
Ginn & Heath, text-books.....	43 76
E. D. Straight, photographs.....	4 00
R. J. Oliphant, binding books.....	69 69
G. P. Putnam's Sons, books	10 33
D. Van Nostrand, books	11 05
Calvin Clark, help at library	10 00
A. B. Lippincott & Co., books.	24 00
E. H. Hames & Co., "Literary World".....	2 00
Oliver Ditson & Co., music.....	5 75
E. Steiger, German books.....	9 54
B. S. Curry, Walker's "Atlas".....	18 00
Charles Scribner's Sons, books.....	44 96
D. Appleton, books	30 70
R. J. Oliphant, repairing books	27 15
Chas. T. Reynolds, help at library.....	17 00

504 48

Expense account:

J. N. Collins, hardware and labor	\$41 86
Hamilton & Nelson, stationery and crayons..	19 97
Waugh & Worts, lumber.....	5 01
Oswego Gas Light Co., gas	76 28
D. L. & W. R. R. Co., freight, coal, use of Academy of Music.....	416 24
Robert Gordon, towels.....	8 80
A. Cooper, use of team	4 00
J. S. Poucher, horse and wagon.....	2 00
Robert Oliver, ice.....	10 00
Eldridge & Bros., teachers' registers.....	3 00
E. A. Sheldon, disbursements.....	190 85
Oswego Publishing Co., printing programmes and syllabuses, and advertising	66 75
Richard Oliphant, paper, cards and printing..	183 43
R. Walpole, gas fixtures	1 15
P. Malone, services as janitor, cleaning rooms and washing towels.....	479 00
A. R. Penfield, lumber.....	13 89
J. C. Alling, stationery.....	5 53
W. H. Gardner, lumber and carpentering...	5 02
Water Works Co., water rent.....	37 50
Palladium Printing Co., printing and adver- tising	62 35
John McCall, blacksmithing.....	7 15
C. H. Butler, chemicals, alcohol and bottles, Gibbs & Rogers, carpenter work and mate- rials.....	14 99
Tremain & Barton, paint and labor	36 86
Chase & Co., checks for keys and work.....	12 56
Papyograph Co., paper and ink.....	5 47
Zell, Francis & Co., alcohol.....	6 75
Charles Coe, charcoal.....	64 40
Gavit & Co., diplomas.....	10 80
George Carey, labor.....	47 60
H. H. Straight, expenses to Baltimore	9 30
Alice Malone, washing towels	56 00
Keefe Brothers, nozzles	8 00
N. M. Andrews, matches	2 50
L. L. Gordon, ribbon for diplomas.....	2 00
T. C. & W. Gilchrist, jars and tubs	22 23
J. McCarthy, jars and globes.....	5 60
F. J. Dow, hardware	5 73
C. A. Shead, repairing steam pipes	20 84
T. Cotter, plumbing and materials	15 47
William Austen, chemicals.....	55 66
Henry Otis, labor.....	7 54
	9 93

\$2,060 03

Furniture Account.

Paine & Hunter, chairs, tables, wands, cases..	\$1,121 94	
Gibbs & Rogers, repairing cases	96 01	
		<u>\$1,217 95</u>

Total amount of current expenses \$18,361 64

Special Appropriation for repairing and enlarging the Normal School Building.

Gibbs & Rogers, account on building contract	\$26,525 97	
T. Cotter, plumbing	371 87	
Kenyon & Co., hardware	350 00	
N. Williams, superintending	512 66	
P. Malone, work on boilers	364 39	
John E. Lyon, drain privilege	200 00	
E. A. Sheldon, bill of expenses	15 07	
A. J. Warner, architect	500 00	
Joseph Gearing, brick	30 00	
Charles Allison, freight on brick	12 00	
E. H. Cook, plans for heating	45 80	
M. J. Silisbee, plans	40 00	
N. Williams, bill material	18 65	
Syracuse Brick Co., brick	10 00	
C. Newell, bill	21 60	
		<u>\$29,018 01</u>

Total, including current and building expenses.... \$47,379 65

Balance of building fund on hand \$8,414 74

GILBERT MOLLISON, *President.*

J. K. POST, *Secretary.*

CITY AND COUNTY OF OSWEGO, ss.:

Before me, William Boon, a notary public, in and for the county of Oswego, State of New York, personally appeared Gilbert Mollison and J. K. Post, and made affidavit that the above statement is correct.

WILLIAM BOON,
Notary Public.

APPENDIX.

Number of pupils registered during the year:

Males	73
Females	292

Total..... 365

Average age of pupils in attendance during the year:

Males	21
Females	21

Number of graduates during the year :	
Males.....	7
Females	46
Total.....	<u>.53</u>
Number of graduates since school was established :	
Males....	81
Females	807
Total.....	<u>888</u>

GRADUATES FOR TERM ENDING JANUARY 21, 1879.

Elementary English Course.

Blakeman, Estella J.,	McCullough, Belle,
Cole, Mary R.,	Messenger, Frances E.,
Hastings, Josephine,	Myers, Amelia B.,
Haviland, Alice,	Smith, Alice J.,
Judson, Hattie R.,	Swaim, Nancy J.,
Kerr, Sarah M.,	Tuttle, Mary E.,
Kent, Louise T.,	Wilde, Anna E.
McChesney, Frances,	

Advanced English Course.

Culkin, Mary C.,	Nacey, Eliza A.,
Guilfoy, Mary E.,	Oliver, Carrie M.,
McClure, Agnese Y.,	Weeks, Esther E.

Classical Course.

Reynolds, Frank.

PROGRAMME, JANUARY 21, 1879.

9:30 A. M. TO 1 P. M., NORMAL HALL.

Reading of Scriptures and Prayer.

Music.

Quartette — "He, Watching over Israel," (Elijah).....	Mendelssohn.
Essay — Objects and Obstacles.....	Mary E. Guilfoy.
Essay — Niagara.....	Carrie M. Oliver.

10:05 — LESSONS WITH CHILDREN IN RECITATION ROOMS.

Geography (Picture Lesson) — A Junior, No. 20.....	Hattie R. Judson.
Arithmetic — C Junior, No. 19.....	Mary R. Cole.
Reading — B Junior, No. 14.....	Alice J. Smith.
Form — C Primary, No. 9.....	Nancy J. Swaim.
Music — A Primary, No. 28.....	Anna E. Wilde.

10:35 — EXERCISES IN THE HALL.

Music.

Tenor Solo.....	E. Fen. Gardner.
Essay — Womanhood.....	Alice Haviland.
Essay — Uncrowned Kings.....	Frank Reynolds.

11—LESSONS WITH CHILDREN IN RECITATION ROOMS.

Geography (Reproduction of Picture Lesson) A Junior, No. 20, Hattie R. Judson
 Arithmetic—B Junior, No. 19 Belle McCullough.
 Geography (Productions of N. A.)—C Junior, No. 14 Mary C. Culkin.
 Number—C Primary, No. 9 Louise T. Kent.
 Color—A Primary, No. 28 Esther E. Weeks.

11:30—EXERCISES IN THE HALL.

Music.

Instrumental Solo—"Solitude," (Moelling) Alice Haviland.
 Essay—Edgar A. Poe Agnese Y. McClure.
 Recitation—From the Tragedy of King John Amelia B. Myers.

11:55—LESSONS WITH CHILDREN IN RECITATION ROOMS.

Geography (State of New York)—B Junior, No. 20 Sarah M. Kerr.
 Spelling—C Junior, No. 19 Josephine Hastings.
 Reading—C Primary, No. 14 Eliza A. Nacey.
 Animals—B Junior, No. 9 Mary E. Tuttle.
 Number—A Primary, No. 28 Estella J. Blakeman.

12:25—EXERCISES IN THE HALL.

Music.

Vocal Solo—"Homeward," (Abt) Anna E. Wilde-
 Essay—A Plea for Physical Culture Frances E. Messenger.
 Essay—Death is Life Frances McChesney.
 Conferring of Diplomas by the Principal.

Music.

Trio—"The Shades of Night," (Perring) . . . Misses Cartright, Smith and Myers.

CLASS MOTTO—"IN TRUTH THERE'S VICTORY."

GRADUATES FOR TERM ENDING JUNE 3, 1879.

Classical Course.

J. Carey Alling,
 Emma R. Hallock,
 W. Allen Poucher,

Virginia Cartwright,
 James R. O'Gorman,
 Alfred W. Richardson.

Advanced English Course.

Lillian Baker,
 Calvin J. Clark,
 Helen M. Nichols,

Minnie H. Calkins,
 Mary P. Hopson,
 Emma C. Scott.

Elementary English Course.

Fanny Baldrige,
 Anna B. Chisholm,
 Isabella G. Corwin,
 Alice J. Crockett,
 Isabella L. Edic,
 H. Franklin Foster,
 Alice B. Griffith,

Emma I. Hicks,
 Charles F. Hubbard,
 Fanny A. Morey,
 Julia A. Pierce,
 Mary E. Pool,
 Addie M. Quigg,
 Addie E. Roys,

Mary Griffith,
Martha J. Hart,
Mary A. Slattery,
Phebe A. Stillman,
Mary L. Young.

CLASS MOTTO—"SERVICE IS THE MEASURE OF GREATNESS."

PROGRAMME—TERM CLOSING JUNE 3, 1879.

Music.

Vocal Duet—"O cara Imagine!" (Gambuisse) Misses Hutcheson and Cartwright.
Essay—"Micawberism".....Julia A. Pierce.
Essay—"Pictures and Pictorial Language".....Emma R. Hallock.

Music.

Instrumental Duet—"Il Trovatore" (Verdi).....Misses Calkins and Corwin.
Recitation—"Jane Conquest".....Addie L. Roys.
Essay—"Agents".....Charles F. Hubbard.

Music.

Solo with Flute Accompaniment—"The Last Rose of Summer," Virginia Cartwright.
Lesson—C Primary.....Addie M. Quigg.

Music.

Flute Solo—"Heimweh" (Jungmann)... Alfred W. Richardson
Essay—"The Ruins of Rome".....Phebe A. Stillman.
Recitation—"The Bride of the Greek Isle".....Lillian Baker.

Music.

Solo—"Judith" (Concone).....Miss Hutcheson.
Class Chronicle.....Mary L. Young.
Oration—"The Nation's Destiny," Valedictory.....James R. O'Gorman.

Music.

Quartette—"Miserere" (Il Trovatore).....Misses Hutcheson and Cartwright.
Messrs. Gardner and Richardson.
Conferring of Diplomas.....By Hon. Neil Gilmour.

(T.)

ELEVENTH ANNUAL REPORT OF THE LOCAL BOARD OF
THE STATE NORMAL AND TRAINING SCHOOL AT POTSDAM.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction:

SIR.—The Local Board of the State Normal and Training School at Potsdam, in accordance with the requirements of law, hereby transmits its eleventh annual report.

ATTENDANCE.

The number of pupils registered during the year was as follows:

Normal pupils.....	302
Pupils in Normal classes paying tuition.....	72
Practicing school.....	164
Total.....	538

GRADUATES.

The whole number of graduates is:

Males.....	47
Females	126
Total.....	173

GRADUATES OF JANUARY 28, 1879.

Advanced English Course.

Helen M. Blanchard,	Fred W. Best,
	Frank F. Williams.

Elementary English Course.

Ella N. Allen,	Hannah T. Brosman.
Orra A. Craig,	Nellie S. Chase.

JULY 1, 1879.

Classical Course.

Hattie J. Bryan,	Willard F. F. Selleck,
Hiram R. Shoemaker,	Arthur D. Stetson.

Advanced English Course.

Hattie V. Bartholomew,	Angie M. Burns,
Mary A. Donovan,	Albert Gale,
	Adele M. Haley.

Elementary English Course.

Minnie E. Baldwin.

FACULTY.

Miss Amelia Morey has been granted leave of absence for one year on account of ill health. Mr. Wm. D. Marsh has been appointed to fill the place made vacant by the death of Prof. Eugene S. Loomis. Miss Maggie C. Milne has been appointed to fill the place made vacant by the resignation of Miss Mina Fletcher. Miss Fletcher was absent during the greater part of the year on account of ill health. Her place was supplied by Miss Hattie Leete. Mr. Marsh supplied the place of Prof. Loomis during the Spring term. Miss M. Amelia Qua has been appointed assistant critic in the primary department.

The names and departments of the present faculty are as follows:

M. Mac Vicar	Philosophy of Education.
H. L. Harter	Ancient Languages.
Warren Mann	Natural Sciences.
Frank E. Hathorne.....	Vocal and Instrumental Music.
Chas. C. Townsead.....	{ Methods in Geography and Arithmetic and
	{ Criticism.

Wm. D. Marsh	Mathematics.
George C. Shutts	Rhetorical Work and Arithmetic.
* Amelia Morey	School Economy and Methods in Grammar.
Mary L. Wood	Reading, Gymnastics and Methods in Reading.
Mary M. Kyle	French, English Literature, History and Drawing.
Francis A. Parmeter	Principal Primary Department, and Criticism.
Elizabeth Hargrave	Principal Intermediate Department, and Criticism.
Emily M. Dayton	French, Rhetoric, Composition, and Penmanship.
Alice E. Hartness	Arithmetic and Criticism.
Maggie C. Milne	English Grammar and Criticism.
M. Amelia Qua.	Criticism Primary Department.

LOCAL BOARD.

Henry Watkins, A. M., President.	
Hon. A. X. Parker, Secretary.	
Geo. Z. Erwin, A. M., Treasurer.	
Jesse Reynolds, M. D.,	Gen. E. A. Merritt,
Roswell Pettibone, A. M.,	Wm. A. Poste, A. M.,
Hon. John I. Gilbert, A. M.,	A. G. Gaines, D. D.

The place made vacant by the death of Eben Fisher, D. D., was filled by the appointment of A. G. Gaines, D. D., President of St. Lawrence University.

LOCATION.

The school is located in the village of Potsdam, St. Lawrence Co., N. Y., on the Rome, Watertown & Ogdensburg R. R., six miles from Potsdam Junction (Norwood), on the Vermont Central R. R. Students should reach Potsdam the day before the opening of the term, and go directly to the Normal School Building, where they will be advised in regard to boarding places. Baggage may be left at the depot until a boarding place is secured, when it will be delivered free of charge.

EXPENSES.

Board can be obtained in private families, including washing, fuel and lights, at rates varying from \$2.50 to \$3.50 per week.

The amount of fare necessarily paid on public conveyances in coming into the school will be refunded to *those who remain a full term*.

FINANCIAL STATEMENT.

Receipts.

Received from the State during the year, regular appropriation	\$17,436 33
Received for tuition	910 55
Amount in hands of Local Board, October 1, 1878.....	227 84
	<hr/>
	\$18,574 72

* Leave of absence for one year.

Expenditures.

Salaries of teachers and janitor	\$14,300 00
Repairs and improvements.....	792 17
Books and apparatus.....	483 97
Other contingent and miscellaneous bills.....	2,597 56
Amount in hands of Local Board, September 30, 1879, ..	401 02
	<hr/>
	\$18,574 72

DETAILED STATEMENT OF EXPENDITURES.

Amount paid for Teachers' Salaries.

Malcolm MacVicar, Principal	\$2,500 00
Henry L. Harter, Vice-Principal	1,600 00
Warren Mann, teacher.....	1,400 00
Eugene S. Loomis, teacher.....	600 00
Frank E. Hathorne, teacher.....	300 00
Charles C. Townsend, teacher	1,000 00
William D. Marsh, teacher.....	350 00
Amelia Morey, teacher.....	1,200 00
Mary L. Wood, teacher.....	800 00
Mary M. Kyle, teacher.....	1,000 00
Frances A. Parmeter, teacher.....	700 00
Elizabeth Hargrave, teacher.....	700 00
Emily M. Dayton, teacher.....	600 00
Alice E. Hartness, teacher.....	500 00
Mina L. Fletcher, teacher.....	200 00
Hattie A. Leete, teacher.....	200 00
	<hr/>
	\$13,650 00

Contingent Expenses.

Gaylord B. Lewis, janitor.....	\$650 00
H. L. Harter, bills settled.....	224 20
American Express Co., express charges.....	37 95
L. Ingalls, ruling, printing and binding.....	148 75
Fay & Sweet, printing.....	80 35
Hawkins & Son, printing	50 75
George W. Swift, adjusting reflectors.....	15 00
U. S. Reflector Co., fixtures.....	189 00
Bachelder & Son, labor and merchandise	72 84
N. E. School Furnishing Co., crayons.....	13 00
Elliot Fay, P. M., postage.....	40 17
Willson & Williams, repairs, etc.....	5 75
Cephas G. Rogers, mason work.....	37 00
Gavit & Co., diplomas.. ..	19 45
Smith & McDougall, electrotyping and printing	49 00
George N. Benedict, tuning pianos.....	19 00
A. F. Corliss, tuning pianos.....	4 00
George W. Bonney, petroleum.....	12 44
Woolworth & Graham, stationery	36 24
J. H. Seeley, stationery and books.....	46 93

M. MacVicar, expenses	\$97 88
Amelia Morey, expenses to Syracuse.....	11 90
Warren Mann, expenses to Syracuse.....	11 40
Peter Anstead, labor on black boards.....	2 00
Ira Ransom, general repairs.....	76 85
E. H. Holds, door springs.....	13 00
Ives & Mathews, labor and material	5 42
Garlick & Munson, labor and materials.....	17 95
George B. Swan, lumber and blinds.....	69 56
Charles W. Leete, repairs and materials	94 97
H. M. Story, goods.....	2 13
H. D. Thatcher, supplies	133 99
R. F. Welch, merchandise, and repairs on clock.....	6 70
O. E. Bonney, supplies.....	8 34
A. N. Tupper, goods and repairs.....	2 50
John McGilvery, carting.....	11 25
H. Latty, carting	3 49
H. R. Leete, janitor's work at town hall.....	23 50
S. D. Bridge, delivering baggage.....	5 10
Byrne & Fitzsimmons, bronze vases.....	41 50
H. A. Wright, painting and gilding mottoes.....	16 00
Jessie P. Lawens, wood	100 00
H. M. & N. E. Clark, wood.....	120 00
Carlton Dayton, wood.....	80 00
Patrick Barnet, wood.....	100 00
Edwin Harris, wood.....	100 00
John Goldie, wood.....	100 00
Patrick Boyle, wood.....	100 00
John S. Thompson, wood.....	100 00
G. Tillia, slab wood	10 00
Gaylord B. Lewis, sawing and putting in wood.....	80 90
S. C. Griggs & Co., books.....	20 00
Adam Miller & Co., books	36 26
Baker, Pratt & Co., drawing models.....	28 50
Oliver, Ditson & Co., music.....	25 62
A. H. Andrews & Co., books and erasers.....	29 00
John P. Morton & Co., books.....	30 40
Charles Scribner's Sons, books.....	30 06
Harder & Brothers, books and charts.....	28 65
D. Appleton & Co., books.....	161 24
Biglow & Main, books.....	47 25
Ginn & Heath, books.....	8 64
Taintor Brothers, Merrill & Co., books.....	23 76
E. Stacy, Bible	6 60
James Noble, binding books.....	12 20

\$3,786 33

Expenditures from Academic Fund.

Water commissioners, water rent	\$100 00
Herbert J. Jones, clerk's services.....	120 00
C. G. Rogers, mason work	30 00

H. L. Harter, reading room expenses.....	\$85 98
H. R. Leete, labor.....	8 50
Fred. C. Herrington, orchestra instruction.....	122 00
F. E. Hathorne, sheet music, etc	32 65
J. G. McIntyre, erecting lamps.....	21 84
George Z. Erwin, Dr. Fisher's disbursements.....	6 70
George B. Swan, teams for Prof. Loomis' funeral.....	7 00
Warren Mann, expenses.....	14 88
A. Denny, labor	10 00
William La Roe, labor.....	3 75
S. J. Beach, labor.....	5 00
Dr. A. Winchell, course of lectures.....	119 78
M. MacVicar, expenses.....	37 68
Exchange paid on drafts of treasurer.....	11 61
	<hr/>
	\$737 37

ST. LAWRENCE COUNTY, ss.:

Henry Watkins, president, and A. X. Parker, secretary, of the Local Board of the State Normal and Training School at Potsdam, being duly sworn, say, and each for himself says, that he has examined the foregoing account, and believes the same to be in all respects correct and just.

H. WATKINS,
A. X. PARKER.

Subscribed and sworn to before me, this }
26th day of November, A. D. 1879. }

C. E. SANFORD,
Notary Public.

(U.)

NORMAL SCHOOL CIRCULAR.

The following is substantially the common form of circular for each of the State Normal and Training Schools, located respectively at Brockport, Buffalo, Cortland, Fredonia, Geneseo, Oswego and Potsdam:

STATE OF NEW YORK:
DEPARTMENT OF PUBLIC INSTRUCTION, }
SUPERINTENDENT'S OFFICE, }
ALBANY, *January 1, 1880.* }

To the School Commissioners and City Superintendents of Schools:

Your attention is respectfully invited to the following announcement, relating to the State Normal and Training School at ———.

The design of the school is to furnish competent teachers for the public schools of the State.

Each county is entitled to twice as many pupils as it has representatives in the Assembly. For the want of qualified candidates the quotas of some counties may not be filled, while the number of eligible applicants from other counties may be greater than their quotas. Therefore, you need not limit your recommendations to any prescribed number, but encourage worthy and aspiring young men and women, who are qualified and intend to make teaching their vocation, to attend this school.

To gain admission to the school, pupils must be at least sixteen years of age, and possess good health, good moral character and average abilities. They must pass a fair examination in reading, spelling, geography, and arithmetic as far as the roots, and be able to analyze and parse simple sentences.

All appointments for admission are made by the State Superintendent of Public Instruction, subject to the required examination, upon the recommendation of the several School Commissioners or City Superintendents of Schools, whose duty it is to use every reasonable means to secure the selection of suitable candidates.

It is suggested that you advertise where you will meet and examine applicants for appointments, at a time not later than fifteen days before the opening of the term. Recommendations should be made as early as practicable, and be mailed promptly to the Superintendent of Public Instruction at Albany.

FORM OF RECOMMENDATION.

To the Superintendent of Public Instruction :

..... hereby recommend of in the county of
aged years, as possessing the health, scholarship, mental ability and moral
character requisite for an appointment to the State Normal and Training School
at

School Comr..... District of the County of.....

[Dated.]

SPECIAL PRIVILEGES OF PUPILS.

Tuition and the use of all text-books are free. Students will be held responsible, however, for any injury or loss of books. They are advised to bring with them for reference any suitable books they may have. The amount of fare necessarily paid on public conveyances in coming to the school will be refunded to *those who remain a full term.*

TERMS AND VACATIONS.

The year is divided into two terms of twenty weeks each. The Fall term commences on the second Wednesday in September, and the Spring term on the second Wednesday in February. There will be an intermission for a week during the holidays.

All pupils should be present promptly at the opening of the term.

The examination for admission and classification will commence on Wednesday, and a failure on the part of candidates to be present at that time will subject them and the teachers to the inconvenience of a private examination.

COURSES OF INSTRUCTION.

ELEMENTARY ENGLISH COURSE.

First Year.

First Term.—Arithmetic, grammar, geography, reading (last half), spelling and impromptu composition, linear drawing (daily), penmanship (last half), vocal music (first half), light gymnastics (daily).

Second Term.—Arithmetic, grammar and analysis (first half), botany (second half), rhetoric and English literature, reading (first half), physiology and zoology (first half), United States history (second half), object and perspective drawing, composition (semi-weekly), penmanship (first half), vocal music (second half), light gymnastics (daily.)

Second Year.

First Term.—Philosophy and history of education, school economy, civil government and school law, methods of giving object lessons and of teaching the subjects of the elementary course, declamations, essays and select readings.

The object lessons include lessons on objects, form, size, color, place, weight, sound, animals, plants, human body and moral instruction.

Second Term.—Practice in training school, essays, select readings or declamations.

ADVANCED ENGLISH COURSE.

Students to be admitted to this course must pass a satisfactory examination in all the studies of the first year in the elementary English course.

First Year.

First Term.—Algebra, natural philosophy, general history, light gymnastics, geometry, compositions, declamations, botany (half term), select readings.

Second Term.—Algebra, book-keeping, physical geography, chemistry, geometry and trigonometry, light gymnastics, compositions, declamations and select readings.

Second Year.

First Term.—Same as the first term of the second year of the elementary English course.

Second Term.—Moral philosophy, compositions, mineralogy and geology, practice in training school, methods in higher studies, light gymnastics.

CLASSICAL COURSE.

Students to be admitted to this course must pass a satisfactory examination in all the studies of the first year in the elementary English course.

First Year.

First Term.—Algebra, geometry, general history, light gymnastics, botany (half term), Latin, compositions, declamations and select readings.

Second Term.—Algebra, light gymnastics, book-keeping, Latin, physical geography, astronomy, geometry and trigonometry, compositions, declamations and select readings.

Second Year.

First Term.—Latin, light gymnastics, natural philosophy, Greek or modern languages, compositions, declamations and select readings.

Second Term.—Latin, moral philosophy, chemistry, light gymnastics, Greek or modern languages, compositions, declamations and select readings.

Third Year.

First Term.—Latin, philosophy of education, Greek or modern languages, light gymnastics, methods of giving object lessons and of teaching the subjects in the elementary English course, compositions, declamations and select readings.

Second Term.—Latin, compositions, Greek or modern languages, methods in higher studies, mineralogy and geology, practice in training school.

DIPLOMA.

Students who satisfactorily complete either of the above courses will receive corresponding diplomas, which will serve as licenses to teach in the public schools of the State.

It will be seen by the preceding courses of study that students who have thoroughly mastered the subjects named in the first year of the elementary English course can, in two years, complete the advanced English course, or, in three years, the classical course.

Students may be admitted to any class on examination, but no person can graduate from any one of the prescribed courses without passing through the last two terms of that course.

CONCLUSION.

Allow me to urge you to use all proper means to extend information in regard to this school, that young persons who possess the requisite qualifications may be induced to participate in its benefits. Your experience must bear witness that the greatest need of the common schools is the service of more teachers who are thoroughly qualified, and I confidently trust that you will give a cheerful and prompt response to this call for your official action.

NEIL GILMOUR,

Superintendent of Public Instruction.

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Counties.	Names of Academies.
Steuben.....	Canisteo Academy. Haverling Union School, Academic Department. Painted Post Union School, Academic Department. Woodhull Union School, Academic Department.
Suffolk	Bridge Hampton Literary and Commercial Institute.
Sullivan	Liberty Normal Institute. Monticello Academy.
Tioga.....	Candor Free Academy. Owego Free Academy. Waverly Union School, Academic Department.
Tompkins.....	Groton Union School, Academic Department. Ithaca High School. Trumansburgh Union School, Academic Department.
Warren	Glens Falls Academy. + W. T. (Provisional.) Warrensburgh Academy.
Washington ...	Greenwich Union School, Academic Department. Sandy Hill Union School, Academic Depart. W. T. Washington (Free) Academy. W. T. Whitehall Union School, Academic Department.
Wayne.....	Marion Collegiate Institute. W. T. Newark Union School and Academy. W. T. Red Creek Union Seminary. W. T. Sodus Academy. Walworth Academy.
Wyoming.....	Attica Union School, Academic Department. Perry Union School, Academic Department. Pike Seminary.
Yates.	Penn Yan Academy. W. T. Rushville Union School, Academic Department.

(W.)

LIST OF SCHOOL COMMISSIONERS IN THE STATE OF
NEW YORK.

FOR THE TERM COMMENCING JANUARY 1, 1879.

Counties.	Dists.	Names.	Post-offices.
Albany.....	1.	Alexander R. Baker	Cedar Hill.
	2.	Rufus T. Crippen	Rensselaerville.
	3.	Chas. E. Sturges.....	Knox.
		Chas W. Cole (City Supt.)	Albany.
		Murray Hubbard (Pres. Board of Education)	Cohoes.
		A. J. Robb (City Supt.)	Cohoes.
Allegany ...	1.	George W. Tibbets	Belfast.
	2.	Albert Boardman Cottrell.....	Richburg.
Broome	1.	Arthur G. Wilson.....	Gt. Bend, Susque- hanna Co., Pa.
	2.	Stephen D. Wilbur.....	Binghamton.
		M. L. Hawley (Sec. Board Ed)..	Binghamton.

Counties.	Dists.	Names.	Post-offices.
Cattaraugus,	1.	J. Henry Shallies	Sandusky.
	2.	Joel J. Crandall	Little Valley.
Cayuga.....	1.	Will C. Hopkins.....	Meridian.
	2.	Peter Sutphin	Cayuga.
		Benjamin B. Snow (Sec. Board of Education)	Auburn.
Chautauqua,	1.	Chas. H. Wicks.....	Panama.
	2.	J. Ebenezer Almy	Sinclairville.
Chemung...		Chas. Hathaway	Horseheads.
		M. M. Merrell (City Supt.)....	Elmira.
Chenango...	1.	Leroy C. Hayes	Norwich.
	2.	Jesse E. Bartoo	Coventry.
Clinton.....	1.	John B. Riley	Plattsburgh.
	2.	Alexander Bertrand	Plattsburgh.
Columbia...	1.	Amasa P. Lasher.....	Germantown.
	2.	George V. Bushnell	Claverack.
		Cyrus Macey (City Supt.)....	Hudson.
Cortland ...	1.	Wm. D. Tuttle	Cortland.
	2.	Jerome J. Woodruff	Homer.
Delaware ...	1.	George S. Bartlett	Masonville.
	2.	James H. McIntosh	Delhi.
Dutchess ...	1.	John F. Schlosser.....	Fishk'l-on-Huds'n.
	2.	Martin W. Collins.....	Rhinebeck.
		Edward Burges (City Supt.)....	Poughkeepsie.
Erie	1.	Ernest Wende	Millgrove.
	2.	George Abbott.....	Hamburgh.
	3.	John A. Wells	Gowanda, Catt. Co.
		Chris. G. Fox (City Supt.)....	Buffalo.
Essex	1.	John T. Heald.....	Upper Jay.
	2.	Luther B. Newell	Westport.
Franklin ...	1.	Sheldon A. Ellsworth	Burke Centre.
	2.	David D. D. Dewey	Moir.
Fulton		David D. Crouse	Broadalbin.
Genesee		Charles V. Hooper	Batavia.
Greene	1.	Clarence E. Bloodgood	Catskill.
	2.	George Townsend	Greenville.
Hamilton...		Daniel Cochran	Wells.
Herkimer...	1.	Jerome B. Holcomb	Newport.
	2.	J. Alonzo Goodier	Cedar Lake.
Jefferson ...	1.	Albert B. Watkins	Adams.
	2.	Ambrose E. Sawyer	Carthage.
	3.	George W. Lingenfelter.....	Lafargeville.
		Fred. Seymour (City Supt.) ...	Watertown.
Kings		C. Warren Hamilton	East New York.
		Thos. W. Field (City Supt.) ...	Brooklyn.
Lewis	1.	Boardman S. Hough	West Leyden.
	2.	Joseph A. Harvey	Watson.
Livingston..	1.	Foster W. Walker.....	Caledonia.
	2.	Ezra N. Curtice	Springwater.
Madison....	1.	G. Newton White	Georgetown.
	2.	John E. Toppin	Cazenovia.

Counties.	Dists.	Names.	Post-offices.
Monroe	1.	Lucius N. Allen	Honeoye Falls.
	2.	Allen J. Ketcham	Clarkson.
		A. L. Mabbett (City Supt.)....	Rochester.
Montgomery,		Alonzo Geweye	Spraker's Basin.
New York ..		John Jasper, Jr. (City Supt.) ..	New York.
Niagara	1.	Chas. H. Leonard	Sanborn.
	2.	Richard D. Balmer	Ransomville.
		Arthur A. Skinner (City Supt.)..	Lockport.
Oneida	1.	Frank P. Ashley	Whitestown.
	2.	Julius M. Button	Deansville.
	3.	Jonas W. Armstrong	Rome.
	4.	George Griffith	Westernville.
		A. McMillan (City Supt)	Utica.
Onondaga ..	1.	Robert Van Keuren	Jordan.
	2.	Wilson W. Newman	South Onondaga.
	3.	Richard W. McKinley	Collamer.
		Edward Smith (City Supt.)	Syracuse.
Ontario	1.	George V. Chapman	Chapinville.
	2.	Gerrit S. Preston	Victor.
Orange	1.	Charles W. Gedney	Newburgh.
	2.	Thos. S. Hulse	Westtown.
		R. V. K. Montfort (City Supt.)..	Newburgh.
Orleans		Edward Posson	Medina.
Oswego	1.	Wm. B. Howard	Fulton.
	2.	Harmon D. Nutting	Parish.
	3.	Jay E. McGuire	Lacona.
		V. C. Douglass (City Supt.) ...	Oswego.
Otsego	1.	Albert G. Tuthill	Westford.
	2.	Abram G. Miller	Laurens.
Putnam		Thomas H. Reed	Brewster's Station.
Queens ...	1.	Chas E. Surdam	Port Washington.
	2.	Isaac G. Fosdic	Jamaica.
		Alanson Palmer (City Supt.)...	Long Island City.
Rensselaer ..	1.	Edward Wait	Lansingburgh.
	2.	Garden Morey	Nassau.
		David Beattie (City Supt.)	Troy.
Richmond ..		Chas. H. King	Stapleton.
Rockland...		Wm. Van Wagenen	Ramapo.
St. Lawrence,	1.	Erwin S. Barnes	Gouverneur.
	2.	Albert L. Cole	Hermon.
	3.	Lucius L. Goodale	Potsdam.
		N. W. Howard (City Supt.)	Ogdensburg.
Saratoga	1.	Wm. L. Hoyt	Charlton.
	2.	John W. Shurter	Saratoga Springs.
Schenectady,		H. Maynard Akin	Schenectady.
		Samuel B. Howe (City Supt.) ..	Schenectady.
Schoharie ..	1.	Wm. H. Albro	Middleburgh.
	2.	George D. Ostrom	Cobleskill.
Schuyler ...		A. C. Huff	Watkins.
Seneca		Isaac H. Stout	Farmer Village.

Counties.	Dists.	Names.	Post-offices
Steuben	1.	George Horatio Guinnip	Hammondsport.
	2.	Reuben H. Williams	Lindley.
Suffolk	1.	Cordello D. Elmer	Southold.
	2.	Justin Roe	Patchogue.
Sullivan ...	1.	Charles Barnum	Monticello.
	2.	Joseph Taylor	Parksville.
Tioga		Henry W. Childs	Owego.
Tompkins ..	1.	Andrew B. Humphrey	Ithaca.
	*2.	Jas. McLachlan, Jr	Groton.
Ulster	1.	Wm. E. Mower	Saugerties.
	2.	Henry M. Baucher	New Paltz.
	3.	Stephen D. Soule	Shandaken Centre.
Warren		Randolph McNutt	Warrensburgh.
Washington,	1.	Henry T. Hedges	Shushan.
	2.	Edward C. Whittemore	Middle Granville.
Wayne	1.	Sidney G. Cooke	Lyons.
	2.	Wm. T. Goodnough	Newark.
Westchester,	1.	Joseph S. Wood	Mt. Vernon.
	2.	Theo. B. Stephens	Tarrytown.
	3.	Edward N. Barrett	Bedford Station.
Wyoming...	1.	John B. Smallwood	Warsaw.
	2.	Clarkson A. Hall	Gainesville.
Yates		William F. Van Tuyl	Penn Yan.

(X.)

REPORTS OF SCHOOL COMMISSIONERS AND CITY SUPERINTENDENTS TO THE STATE SUPERINTENDENT OF PUBLIC INSTRUCTION.

ALBANY COUNTY — SECOND DISTRICT.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction:

SIR. — In compliance with the request contained in your circular of November 24, 1879, I respectfully submit the following brief statement, in addition to the financial and statistical reports already sent to the Department:

1st. The general condition of the schools in this district differs materially, some good, some poor. It seems to be almost impossible to sift out all the poor teachers, and, in my opinion, as long as trustees look at the wages paid teachers, more than they do at their qualifications, so long may we expect poor schools.

2d. The trustees complain in regard to making out the annual school reports, stating that the blanks to be filled out are so complicated that they (being farmers) cannot make them accurately. If

* For term commencing January 1, 1878.

possible, would it not be better to simplify said blanks, as it is of the highest importance that the reports be made correct and reliable.

3d. The Compulsory Education law is a dead letter in this district, as no one chooses to meddle with it.

4th. In this district we have some very fine school-rooms, yet many of them are not what they should be. I believe pupils will learn much faster in a large, pleasant school-room than they will in a small, rickety one. Teachers can teach a better school in a pleasant and inviting school-room than in one that is otherwise. If parents would visit the school-room more, it would encourage the teacher and improve the school to no small extent.

Not one district clerk in ten reports to the town-clerk the officers elected at annual meetings.

In the majority of schools we have a change in teachers every term, which is very detrimental to success and education.

In regard to libraries, I would say their day is past; they amount to nothing in this district, as the library money is nearly all used to pay teachers' wages.

Two Teachers' Institutes were held in this county the past year. The first was held at Clarksville, February 24th, continuing one week, under the able instruction of Prof. James Johannot, assisted by Prof. Charles T. Barnes, and was well attended. The second was held at Adamsville, August 4th, and continued one week, but owing to sickness I was unable to attend. Commissioner Sturges informed me it was a success.

We have a good Teachers' Association in this county, which meets semi-annually. The last meeting was held at Adamsville, and although not largely attended, we think good was accomplished.

Thanking the Department for many favors, I remain,

Yours truly,

RUFUS T. CRIPPEN,

School Commissioner.

RENSSELAERVILLE, N. Y., December 12, 1879.

ALBANY COUNTY—ALBANY CITY.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction:

SIR.—In compliance with your circular of the 24th ultimo, I have the honor to submit the following report of the condition and wants of the public schools of the city of Albany, together with a brief statement of the workings of the system during the school year ending August 31, 1879. The following is an exhibit of the receipts and expenditures during the year ending at the above date:

Receipts.

Cash balance on hand September 1, 1878	\$85,883 00
Raised by tax.....	137,992 00

State apportionment.....	\$47,709 84
From literature fund, etc., High School.....	2,332 19
From non-resident pupils.....	855 50
From sales of drawing books, pencils and rubbers....	9 90
From sales of old desks, etc.....	174 50
From High School pupils, use of books, etc.....	1,162 67
	<hr/>
	\$276,119 60

Expenditures.

Teachers' salaries.....	\$139,364 10
Text-books and stationery.....	3,139 77
School apparatus.....	22 96
Repairs.....	8,074 59
School furniture.....	279 62
Heaters and stoves.....	1,923 20
Fuel.....	5,536 24
Janitors, cleaning school-houses, etc.....	6,620 28
Miscellaneous expenses.....	1,998 08
Salary of superintendent and secretary.....	2,000 00
Supplies.....	2,009 57
Blank-books, printing, etc.....	1,919 72
Alterations of school-houses.....	5,782 57
Salary of superintendent of buildings, etc.....	1,500 00
Library.....	879 80
Evening schools.....	2,011 25
Rent of lot for use of school No. 5.....	190 00
Rent of house for use of school No. 17.....	20 83
Rent of house for use of school No. 20.....	192 00
School-house No. 17.....	7,508 95
Purchase of lot for school-house No. 20.....	2,000 00
School-house No. 25.....	8,493 81
	<hr/>
Total.....	\$201,467 34
Cash balance on hand September 1, 1879.....	74,652 26
	<hr/>
	\$276,119 60

Twenty-six schools were in operation during the past year, comprising one High School, thirteen schools having senior, intermediate and primary grades, one having senior and intermediate only, eight having intermediate and primary, and three having primary grades only. Eight of the larger schools have supervisory principals. The total number of teachers employed was 222, of whom 25 were men and 197 women.

The principal statistics of attendance during the year are as follows:

Total number of seatings.....	11,219
Total number enrolled.....	14,632
Total average attendance.....	9,193
Percentage of attendance based on enrollment.....	63
Percentage of attendance based on number belonging.....	92
Total number of cases of tardiness.....	42,170
Percentage of tardiness.....	2.3
Promotions from primary to intermediate grade.....	1,095
Promotions from intermediate to senior grade.....	715
Promotions from senior grade to High School.....	236

A comparison with the statistics of 1878 shows an increase in the number enrolled of 608 and an increase in the average attendance of 117. These figures, though not striking, show a healthy condition and warrant the conclusion that the public generally are well satisfied with the management of the schools.

The sexes are nearly equally divided in our schools, the number of boys enrolled being 7,400, and of girls 7,232. Co-education still obtains in all grades. Added experience confirms our belief that the practice of bringing boys and girls into the same classes is sound in principle and happy in its results. The daily contact strengthens the weaker and refines the stronger sex, while both are stimulated to a healthy emulation.

Two new buildings were opened in October, 1878. Both of these buildings are excellent in arrangement and complete in appointment. We believe that they are as nearly perfect in sanitary arrangements as possible. Each has eight rooms, with seats for fifty-six pupils in every room.

Two large buildings and one small one were remodeled during the past summer to conform to this plan. Ten old buildings still have large study rooms, with recitation rooms off. As rapidly as a moderate expenditure of money each year will permit, it will be our policy to remodel or replace these until the whole system becomes uniform in respect to arrangement of rooms.

Each year we are better pleased with the results attained through the concentration of responsibility and the economy of time effected by the small room plan.

In respect to scholarship and discipline, the schools continue to hold their high rank. The great interest shown heretofore in the special branches of industrial drawing and music have not abated. Drawing has been advanced one year in the High School with gratifying success. The annual exhibition of original designs, held in June last, was largely attended by the public. Several thousand specimens were exhibited, all showing a decided advance in merit creditable to both teachers and pupils. Drawing is no longer an experiment in our schools.

The subject of reading has received more attention during the past year than formerly. I believe that better and more philo-

sophical methods of instruction in this branch are now in use. Our immediate want is a supply of supplementary matter to be used for sight and occasional reading.

We are obtaining the majority of our teachers from the High School. They are generally exceptionably well qualified in respect to scholarship and character, but are largely deficient in knowledge of methods and school economy.

As suggested last year, our most imperative needs at present are a course of normal instruction in our High School and Saturday teachers' class for those of slight experience.

Respectfully submitted,

CHARLES W. COLE,
Superintendent.

ALBANY, N.Y., *December 31st, 1879.*

BROOME COUNTY.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR. — The following brief report of the schools in the first commissioner district of Broome county, for the year ending September 30, 1879, is respectfully submitted :

This district embraces the seven following towns, viz.: Chenango, Colesville, Conklin, Fenton, Kirkwood, Sanford and Windsor, containing one hundred and twenty-one school districts, with one hundred and sixteen houses in this county, and five houses in adjoining counties in joint districts.

One hundred and twenty-six teachers have been employed at the same time for twenty-eight weeks or more. Of these, one was licensed by a State Normal School, twelve by the State Superintendent, and the rest by the Commissioner. Twenty-eight and four-sevenths per cent of teachers employed were males.

The wages paid for teaching at present are not sufficient to engage the best talent, or very deeply interest the better class of teachers. Measures are necessary to certain ends. If we have a high order of talent in the school-room, sufficient means must be employed to bring it. Some trustees are too apt to practice a false economy by hiring a class of teachers to be had at the very lowest living rates, without regard to the quality of work done in the school-room. We try to place none but competent teachers in the field, but, of these, some are more competent than others, and the true economy, for the interest of our children, is for trustees to place the very best teachers in the schools at fair wages.

Teachers should take and read regularly some live educational journal; they should also be thorough newspaper readers, and try in every available way to fit themselves well for their high calling.

But, after the most careful preparation, a keen insight of child nature and a tact for managing in the school-room must be possessed, or the teacher is a failure and the school a farce.

Certificates have been granted to about fifty per cent of applicants. The number of children between the ages of five and twenty-one years on the 30th day of September last, was 5,267, of whom 4,564 attended school some portion of the year. The average daily attendance of all the schools during the year was 2,273.346. Value of school-house sites, \$8,583.00. Value of school-houses, \$45,586.00. Assessed valuation of taxable property, \$6,411,162.00. Amount of public money received, \$13,029.57. Raised by tax, \$11,384.65. Paid for teachers' wages, \$23,357.59. Paid for building new houses and repairing old ones, \$1,871.80. The total expense of this district during the year was \$28,126.56. One new school district has been formed. Three new houses have been built—two in Sanford and one in Chenango. The houses in district No. 1, in Chenango, and No. 2, in Kirkwood, are very poor and ill suited to the wants of so large and wealthy districts.

One change in the manner of conducting our schools is respectfully suggested. It is this: that trustees open the schools as soon as they take their office in the fore part of October each year, and continue the session for twenty-eight weeks or more, with a vacation of two weeks during holidays and one week early in the Spring. The reason for this change is obvious. This manner would employ only about one-half the number of teachers, but for twice the length of time, thereby making the profession more of an object; it would give small children as much opportunity for schooling as they have at present, and present very much better opportunity to the older ones.

Summer schools are very poorly attended, especially after berry-picking and haying commence; and the extreme heat during July and August creates a listlessness in both pupil and teacher which gives an indisposition to mental labor. Trustees have the power to follow this suggestion if they see fit. It would be better if the Legislature would change the commencement of the school year to September 1st, thereby giving opportunity to open schools one month earlier.

Our Teachers' Institute was held in Binghamton, commencing September 1st, and continuing five days. The exercises were conducted by Profs. R. E. Post and James Jónhott, of Ithaca.

We cannot speak too highly of these faithful instructors nor of the practical lessons given each day. These gentlemen have gained a national reputation as institute instructors, and we trust the two hundred and forty-eight teachers, who attended, were greatly benefited by the work.

The Union Schools at Windsor and Deposit, under the able management of Prof. H. W. Callahan and J. B. Dunbar, respectively, have each a teachers' class, and are sending out many faithful and efficient teachers.

The teachers of this district, generally, are working nobly for the advancement of the cause of education. Their position is responsible and a respectable one, and is so considered by the people of this county.

To no other class, except parents, is the future welfare of our country so fully committed as to the teachers of our youth, for they deal with the young when their minds are pliable, and habit and character easily formed.

In closing, I desire to say I feel deeply obligated to my worthy associate, Commissioner S. D. Wilbur, for his kindness and hearty co-operation, and to the Department of Public Instruction for prompt replies; also to the teachers and people for their kindness and hospitality.

Very respectfully yours,

A. G. WILSON,

School Commissioner.

BINGHAMTON, N. Y., Dec. 13, 1879.

CATTARAUGUS COUNTY—FIRST DISTRICT.

Hon. NEIL GILMORE,

Superintendent of Public Instruction:

SIR. — I have the honor to acknowledge the receipt of a circular from the Department of Public Instruction, requesting a brief report of the condition and wants of the schools under my supervision, and I respond as follows: My annual report heretofore forwarded to the Department is referred to as containing the statistics of the schools in this commissioner district.

This being my first year in the field in this capacity, I am unable to report as to the condition of the schools this year, over those of last, farther than the annual reports of the two years will show.

Last January, upon assuming the duties of this office, I found a large surplus of teachers licensed in this district, and a majority of the schools filled with the more incompetent ones. The great command from the people to me was to do away with this, and bring the more competent ones back to the school-room.

At this time we were completely blockaded with snow, and I could not do much in the way of visiting schools; consequently I had very few opportunities, during the remainder of the winter term, to become acquainted with the teachers and the results of their work in the school-room. In the Spring I commenced my work, and have endeavored to bring about a better state of things.

I have held 29 public examinations, and made 176 visits.

As I become better acquainted with the teachers in the school-room, I can see, although they are educationally qualified, where a

still greater reduction in numbers can be made, and result in a benefit to our schools.

I believe there is a growing interest in the cause of education in this district, that the people are beginning to realize the value of good schools, of school-houses well located, and furnished with comfortable seats and desks.

I find a willingness through the district to be liberal in the compensation of teachers, when they are satisfied they are getting good ones. I have encouraged this willingness, and hope to return to the school-room many who have left their chosen profession to find a more remunerative employment in other fields of labor.

I find the people pay very little attention to furnishing their school-rooms with the needed apparatus, such as charts, maps, globes, etc.

I think if our library money could be used for this purpose, it would result in much good. As it now is, with a few exceptions, it is used to pay teachers' wages, and in some cases, contrary to the law. I think it should be appropriated for *some* other use, or be included in the other moneys for teachers' wages.

Our Teachers' Institute, conducted by Profs. Henry C. Northam and Charles T. Pooler, was pronounced by those in attendance, the most interesting sessions held in this county for years. I trust another year we can report to *you* a better attendance, for the reason the last one was a success.

District clerks are very negligent, none of them report the names of the district officers as required by law, and town clerks neglect the plain duties of their office in relation to the common schools.

In conclusion, I would say, I am convinced a commissioner, unaided, cannot make our schools a success, but with the united efforts of district clerks, town clerks, trustees and patrons, our schools can be made what they never have been.

I am under great obligations to the Department for the many favors received during this, my first year.

I remain, respectfully, your obedient servant,

J. HENRY SHALLIES,
School Commissioner.

SANDUSKY, N. Y., *December 18, 1879.*

CATTARAUGUS COUNTY—SECOND DISTRICT.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR.—In compliance with your invitation, I submit the following in regard to the schools of the second district of Cattaraugus county.

In the 18 towns of which the district is composed, there are 144 school districts in which are employed 172 teachers. During the

past year these teachers have taught, or at least had charge of, 7,082 children. I say had charge of, because, although there are many excellent teachers among the number, there are some who have entirely mistaken their calling, and whose presence is of but little benefit to those under their care.

Many of the schools are in a very backward condition, and it is really surprising that in the boasted light of the nineteenth century there should be such dense ignorance as prevails in many places. In many cases the school buildings are old and dilapidated, quite unsuited to the wants of a vigorous, flourishing school. There also appears to be a lack of interest on the part of some who should be awake to the importance of securing to their children the advantages derived from a liberal education.

There are some who, through an erroneous idea of economy, procure the very cheapest teacher possible. As in every thing else, a cheap workman is either unskilled and incompetent or inactive and inefficient. I believe the remedy lies, in part, in establishing a higher standard for teachers, and this I have tried to do as far as practicable, and am glad to know that throughout the State there is a tendency to raise the grade, and thereby benefit both schools and teachers.

The cost of maintaining the public schools during the year ending September 30, 1879, was \$52,302.14; amount apportioned from public funds, \$18,221.48; amount raised by tax, \$34,180.66; the average rate of taxation being three and one-half mills.

This is not an exorbitant rate, and might be increased with benefit to all concerned. A government of the people, for the people, by the people cannot be entirely successful until education is so universally diffused that all shall know and realize the extent of individual responsibility.

There has been one Teachers' Institute held in this county during the past year. This was at Olean, commencing November 10, and continued one week. The attendance was good. Professors Northam and Pooler were the instructors, and from their large stock of practical knowledge and extended experience, imparted much valuable information to those in attendance. Hon. Neil Gilmour also favored us with his presence and added much to the interest and benefit of our meeting by cheerfully answering several questions of importance to teachers propounded by them. I believe this institute is generally regarded as one of the best ever held in this county, and trust that increasing interest may be manifested in these gatherings.

Your obedient servant,

JOEL J. CRANDALL,

School Commissioner.

LITTLE VALLEY, N. Y., December 18, 1879.

CAYUGA COUNTY.

HON. NEIL GILMOUR,

Superintendent of Public Instruction:

SIR.—The following brief remarks concerning the condition and needs of the schools of this commissioner district are respectfully submitted, in compliance with your request.

In all probability the condition of the schools has not greatly changed since you received your last report of this character from my predecessor in office. The standard of qualification of teachers during the last year remained the same as previous to the first of January, but I found many who had been licensed, unqualified by reason of lack of learning, and but seventy per cent of the whole number examined were licensed, and I earnestly hope that the grade of teachers now at the work is not below the grade of last year. There is an increased and growing interest in the work on part of teachers as is manifested in associations and at the last Teachers' Institute, and this interest prompted the commissioners of this county to petition you for the appointment of an institute in this county next Spring. In many localities the people are more awake in the interest of good schools and teachers of experience than they have been heretofore. But, as always, it has been in districts where schools are supported by a majority of taxpayers who have no other interest than to keep school running merely to obtain a share of the public apportionment; they invariably hire the cheapest and of course the least experienced teachers. The large majority of teachers are those of experience and who make teaching a business profession. We need more schools wherein *teachers* are to be educated. We want more educated *teachers*. We want a higher public interest in favor of schools and education generally. We want parents to instil in the minds of the children, principles of obedience to teachers, principles of punctuality in attendance at school, principles of perseverance in study and principles of sound morals. And when parents will thus work for the end that the teacher now labors for almost alone, then, and not till then, will our common schools be eminently successful.

WILL C. HOPKINS,
School Commissioner.

WEEDSPORT, N. Y., *December* 18, 1879.

CHAUTAUQUA COUNTY—FIRST DISTRICT.

HON. NEIL GILMOUR,

Superintendent of Public Instruction:

SIR.—In compliance with the request contained in your circular, I have the honor to submit the following report of the condition, progress and wants of the schools under my supervision.

This commissioner district is composed of twelve towns, embracing within its limits one hundred and fifty schools, in which are employed at the present time one hundred and seventy-nine duly licensed teachers, of whom, over ninety per cent have had more or less experience in school work. In some localities, I find the school-houses clean and comfortable, well filled with children, who are taught by earnest, enthusiastic and competent teachers, supported by trustees who are satisfied with nothing but the best of every thing with which to provide their children, while I am obliged to report the reverse as being true in other places.

The Union Schools are well conducted, each showing an *increased* attendance. Profs. Balcam, Pratt, Hall and Wedge, of the West-field, Mayville, Sherman and Clymer schools, are all acknowledged educators, who know the wants of their respective schools, and with unusual promptitude remove the evils which would tend to retard the progress of the pupils intrusted to their care.

Several of the leading common schools are under the management of experienced teachers who have had special preparation for their work; prominent among these are Messrs. Swetland, Tate, Onthank, Knowlton, Mathews and McGowan, of the Panama, Ripley, Delanti, Findley's Lake, Brocton and Busti schools, all of whom are retained for the ensuing year.

As a result of my visitations during the year, I find the village schools are, without an exception, gradually growing better and stronger; the talent and tact of the teachers employed, coupled with the energy, enthusiasm and liberality of the school officers and patrons, all unite to create an influence which reaches out into the rural districts, and forces the brightest and most advanced to seek the village in order to secure the benefits of the superior advantages afforded by the larger schools.

Then again the village schools are surrounded by ardent and enthusiastic admirers who embrace every opportunity to increase their powers and efficiency; they are supported by the local press which reflect the bright side of the picture, by giving publicity to school exercises, such as examinations, relative standing of pupils as regards scholarship and deportment, etc.

While I am satisfied with the condition of this class of schools, and feel that they are accomplishing a noble and grand work, I cannot help feeling that they are sapping the life and vitality out of the rural schools, and this, through the apparent apathy of the rural district officers.

In visiting these rural schools, I usually find but few children in attendance, in comparison to the school population of the district. Many of the trustees seem to think that the smaller the school the fewer the dollars will be needed to maintain it; and the teacher apparently in sympathy with the officer is willing to have a small school in order that it may lessen his work. This, in brief, is the condition of our schools at the present time.

I cannot, in this report, say much regarding the progress of our schools. I assumed the duties of the office January 1st, 1879, and have not the statistics at hand for a comparison; but I promise the Department to be faithful to my trust, to use all honorable means to better the condition of that class of schools which are most in need of encouragement and support.

WANTS.

1. Older and more experienced teachers.
2. Greater liberality on the part of the trustees.
3. A more regular attendance.

Regarding the first it may be said that the commissioner has his remedy, but whether it is possible for him to cause the elimination of all unworthy persons now found in the service is a question not easily answered.

If we could incite greater interest in our schools on the part of the trustees, the want of liberality would be comparatively unknown.

One of the greatest evils existing in our schools is the irregular attendance of pupils. A respectable percentage of the school population attend school some portion of the year, but the average daily attendance is far below our ideal.

The Institute was held at Jamestown, with Profs. Northam and Kennedy as instructors. The instruction given the teachers by these gentlemen is admirably adapted to the peculiar wants of our schools. The Institute was visited by Hon. Neil Gilmour, Superintendent of Public Instruction. This proved a very pleasant surprise to the teachers, for his talk during the afternoon and address in the evening of September 4 were of incalculable benefit to all interested in the prosperity of our schools.

Nothing would please the teachers and commissioners of the county better than to meet the gentlemen again in the same capacity at our next institute.

Your obedient servant,

C. H. WICKS,
School Commissioner.

PANAMA, N. Y., Dec. 20th, 1879.

CHEMUNG COUNTY.

HON. NEIL GILMOUR,

Superintendent of Public Instruction:

SIR. — In accordance with your request, the following report is respectfully submitted:

There are some matters pertaining to our schools which might be improved.

One of the greatest evils in our county is the idea prevalent with many trustees that competition should be encouraged, with a view

of getting the schools through the required twenty-eight weeks at the least possible expense, in order to fulfill the letter of the law, rather than pay a fair compensation to better teachers, thus nearly demoralizing the entire school system and driving our first class teachers into other business.

Another evil is electing the single trustee for one year only. In several instances, trustees were elected last fall by the manipulation of teachers in their own interest; changing teachers to the detriment of the schools in some cases, and in others continuing some who should have been removed for better ones. I like the one trustee system if trustees could be retained for two or three years without change.

We have teachers enough in this county who are well qualified to fill all the schools, and they are found in attendance at nearly every session of the Teachers' Institute, while others, with barely knowledge enough to obtain third grade certificates, who never attend any educational meeting, and have no knowledge of methods or any system of teaching, yet get employment by taking any price the trustees may offer, and, of course, worthy, honorable teachers are shut out. I think, by raising the standard of examination to its proper plane, they will naturally fall out of the ranks and those who study to improve will step in, and our schools will be awakened by the change. But the encouraging side brightens.

The last institute was larger than any held since the city of Elmira formed a separate school system. The number enrolled this year was 182, last year 145, and the teachers were interested in all the exercises and lectures given by the instructors, Professors R. E. Post and James J. Honnot, and especially in the able, practical lecture given by the Hon. Neil Gilmour.

The examinations after the institute manifested the beneficial effect of the methods and matter presented by the instructors, and a marked contrast was easily seen over the applicants who did not attend. I think a law compelling every one intending to teach to present a Regents' certificate to the commissioner, as a preliminary license, would relieve the officer of much unpleasantness on the part of the friends of those who fail to pass the examinations.

The compulsory act has not been enforced in this district, so far as I know, and it is very generally considered unnecessary in the rural districts.

The text-book law has proven to be almost a nuisance in most of our schools, on account of the neglect and failure of the inhabitants to get the kind of books voted for by the majority of the districts exclusively, but each man has seemed to judge for himself and sends his children with whatever books he has, and the result is a greater diversity of books on classes are used than before the law was made.

The average attendance the past year is a trifle less than the year before, but the number of weeks taught is greater. The trustees, in many localities, are dividing the summer terms into two parts, a

spring and fall, rather than continue through the harvest time and berry season. The result is good, and the schools will show a larger average attendance by the change.

I find several almost worthless school-houses, and I do not fail to declare my intention to consult with the supervisors with a view of condemning them unless they voluntarily decide to build. The admonition has been heeded in three instances, and I hope, ere my term of office closes, to record a marked improvement in this respect, so that our hills and valleys will be free from the old tumble-down structures now standing as marks of disgrace to any intelligent neighborhood.

On the whole, I think, from the many approvals of my course thus far by the people, without distinction of any party element, and the earnest, cordial co-operation by the leading teachers, I feel very much encouraged to persevere and strive to raise the schools to a much higher standing.

The first teachers' class is formed in our union school of Horseheads, under the able direction of the principal, Mr. R. Prentice, and I intend to visit the school and aid, so far as I may be able, to give the class the advantages intended by the academical department of our school system.

Very truly, your obedient servant,

CHAS. HATHAWAY,
School Commissioner.

HORSEHEADS, N. Y., Dec. 20th, 1879.

CHENANGO COUNTY — FIRST DISTRICT

Hon. NEIL GILMOUR,

Superintendent of Public Instruction:

SIR.— In compliance with your request, I respectfully submit the following report:

There were 163 teachers employed in the schools of this district, during the past year, and the whole number of children residing in the district, September 30, 1879, was 6,301; and the average daily attendance at all the schools in the district was 2,891, showing that less than one-half of the children attended school daily.

A serious obstacle in the way of success in our schools is the irregular or non-attendance of the pupils, and parents, I think, are largely responsible for this evil. They seldom visit the school-room. We want to see them visiting the schools and looking after the interests of their children. Parents should show by their acts that they believe the school of some importance.

In reference to school-houses we cannot speak very encouragingly, though we have a few good school buildings. But most of the districts are not provided with pleasant and commodious school-rooms.

I think parents ought to understand that children are positively better children when attending school in a good school-house, than when attending in one which is ruinous and neglected; that the school-house and its surroundings exert a powerful influence upon the young minds, and that any teacher can teach a better school in a pleasant and inviting school-room than in one that is otherwise.

The mixture of text-books in our schools is very annoying, and quite difficult to regulate under our school system. Besides the numerous authors on the same subject, the pupils are generally in too advanced numbers. We often find pupils trying to read in the fifth or sixth reader when the second or third would be much more suitable.

In too many instances our teachers are deficient in a thorough knowledge of the subjects to be taught, or the proper tact and skill to govern the school; but I am glad to say there are a large per cent of the teachers in this district who manifest a deep interest in the work, and improve every opportunity for self advancement.

I think the indications are favorable. For the promotion of this work we have a regular organized teachers' association, which meets three times a year; the exercises consisting mainly in discussions upon the theory and practice of teaching. These meetings are well attended, and by moving from point to point through the county we hope to succeed in giving all the benefit of our deliberations. Much good has resulted from these councils of the teachers.

Our institutes also have added greatly to our source of instruction and practical benefit. We availed ourselves of the opportunity offered by the Department to hold both a spring and fall session of the institute, and the result has been most gratifying. The institute, held at Norwich in June, with Profs. Kennedy and Barnes as instructors, was a decided success. And the one held at Oxford in November, with Prof. John Kennedy as conductor, and Prof. Jas. Johnsonnot as assistant, was of unusual interest.

The instruction being confined to but a few points, these were thoroughly comprehended; and as the teachers went immediately to their fields of labor, they readily transferred from the institute to the school-room both the methods and spirit of its instruction. In very many of my official visitations I have been pleased to find the teachers carrying out faithfully the hints given at the institutes.

I find that district clerks and town clerks do not discharge their duty. The district clerks hardly ever report the names of officers to the town clerk. I have not yet received a report from either of the eleven town clerks of my district.

In the matter of examinations for teachers, it seems to me there should be a uniform system of examination throughout the State. This would be a great improvement on the present system.

I believe that under such a system some approach, hitherto unattainable, to a common standard of excellence could be reached, and the knowledge and qualification of the parties concerned would be submitted to a uniform and satisfactory test.

For statistics relating to my district, you are referred to my statistical report.

There are many things which I might call your attention to, but refrain, because I believe you are already informed.

Very respectfully,

L. C. HAYES,

School Commissioner.

NORWICH, N. Y., *December 26, 1879.*

CHENANGO COUNTY — SECOND DISTRICT.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction:

SIR. — In accordance with your request, I submit the following brief statement of the condition and needs of the schools in my commissioner district. The first of these is the dilapidated condition of many school-houses and their fixtures. They were built when the districts were organized, and on floor, desk and ceiling bear the marks of more than one generation. The incentive to maintain the school property in good condition is diminished by the growing weakness in point of numbers of most districts. There are five schools with academic departments in my district, which draw nearly all the advanced pupils from the district schools, thus leaving them decidedly primary in their character. Hence the expression of the district is, "We have only a few small scholars, and a cheap teacher is just as good." The trustee is uninfluenced by the argument that the youngest children need the best teachers, and a half dozen require as good an instructor as fifty.

Another evil, of still greater magnitude, is the frequent change of teachers. No matter how painstaking and successful he may be, the trustee is changed, and a new teacher installed. *His* stay is limited to one term, which he gets through in the easiest way possible, and "tramps" for another school. Good teachers should be retained, and very soon the poor ones would be "frozen out" of the profession. I have influenced some districts to do this, and the fortunate schools show the beneficial effects of a *continuous* course of instruction.

Commissioners are not wholly responsible for the bad condition of the schools. Trustees must share some of it. There is a good teacher for every district that wishes one.

If the township system will make teachers' positions more permanent, I trust it will be adopted. We have had two institutes this year, both well instructed and well attended, and have forwarded to the Department a request for the same instructors again, believing a continuous course of instruction as good for teachers as pupils.

Respectfully yours,

J. E. BARTOO,

COVENTRY, N. Y., *December 12, 1879.*

School Commissioner.

COLUMBIA COUNTY — FIRST DISTRICT.

HON. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR.—I have the pleasure of presenting the following report of the condition and prospects of the schools under my supervision.

I deem it unnecessary to reproduce the financial and statistical information already transmitted to the Department in my annual report. Suffice it to state that my commissioner district includes the nine southern towns of Columbia county, comprising seventy-three school districts and six joint districts having their school-houses in an adjoining county.

My connection with the schools of this district as commissioner, having been assumed the 1st of January last, my experience will not warrant me in presenting an elaborate report, containing the surprising intelligence that the schools under my supervision are all that one feeling an interest in the cause of education would desire, yet when I review the work that has been done for the promotion of knowledge, I feel encouraged.

Feeling a deep interest in the welfare of our schools, I immediately, at the commencement of my duties, foresaw the importance of elevating its standard, and believing my predecessors had endeavored to effect the same object, it was a continual source of anxiety through which agency I could accomplish the desired result.

After due reflection, I became thoroughly convinced that there was a broader field for usefulness than I had anticipated, and I concluded to devote all my energies during the year to secure a higher order of scholarship in teachers, and an improved public sentiment respecting our common schools, and that I have been successful in at least one of these efforts is apparent, from the fact that many heretofore indifferent are becoming convinced that our schools are worthy of their attention and support. It is undoubtedly in the power of individuals of every community by only coming out, as the decided champion of knowledge, to effect a desirable change in the condition of our schools in the rural districts, but timidity on one side, old habits, on another, and business all around, hem in and shoot down many of the hopes we entertain as readily as Don Quixote squandered the flock of sheep. One would think as public peace and private security can be enjoyed only amid good order, intelligence and morality, every individual would feel the elevation of public intelligence to be a matter of personal interest, and lend his voice and countenance if not his purse to its aid. It is a source of great gratification, however, to trace out the influence which systematic education produces for the advancement of knowledge, and to the rising generation, I think we may safely look for it as well as for the execution of still more extensive projects of benevolence, and on this hope we may rely without the charge of being

visionary in any degree, for the means are daily increasing, and the hands are worthily multiplying by which it is to be accomplished. In the meantime it is a duty incumbent upon us to use our judgment and ability to advance these interests, and if the commissioner can procure the aid and assistance of the patrons and trustees of the schools to sustain him in his laudable endeavors to successfully discharge his duties, the deserving teacher will be forthcoming.

The success I have had in improvements of less consequence shall stimulate my exertions in this.

SCHOOL-HOUSES.

There is scarcely any thing better calculated to give pleasure to a friend of learning, than to know that the school-houses of his district are planned and built with direct reference to its appearance and convenience as a seat of learning. Incontestably many comforts and advantages might accrue from the improvement of our school-houses, and not only convenience, but health might be secured. I have earnestly recommended the building of new school-houses in many localities, and the re-arrangement of others. In a few districts I have succeeded in obtaining promises to construct new ones, at the expiration of the winter term. Others I shall be compelled to condemn unless the inhabitants should prevent the necessity by acquiescing to my demands. In district No. 2, of Germantown, they have nearly completed an elegant building with all the modern appliances, and which will accommodate 85 scholars; it will be ready for occupancy January 1st. Although the building they are now occupying was far superior to the average school-house, the district with commendable liberality erected this new one to meet the requirements of increased attendance.

Districts No. 6 and 8, of Olaverack and Ghent, have been consolidated and formed into a union free school district, and they contemplate as soon as the site can be procured to erect a commodious and elegant edifice 36x60 feet, two stories in height, and which from the plan proposed, will be an ornament to the villages of Philmont and Mellenville. In the joint districts are more than 450 children of school age, an average daily attendance of 150, an average apportionment of \$775 public money, and taxable property of about half a million dollars.

TRUSTEES.

I cannot justify myself in entering a general complaint against trustees, for with but few exceptions, I have found them worthy of their positions. A few through their influence in the district are elected to subserve their own ends, and it is generally found in such cases that it has been detrimental to the advancement of the schools, but even these cases have been rectified in part by appealing to their judgment. The success of a school depends to a great

extent upon the labor and efficiency of the trustees, and great care should be taken to select only those who are interested in whatever pertains to the school and its advancement, yet in many of our districts men are elected whose chief aim is to get through the year with as little expense as possible, thereby lowering knowledge in public estimation by lowering its ministers—the common school-masters. I have invariably found it to be a fact, that districts having one trustee employ better teachers and are more successful than those having more, and I hope the day is not far distant when this shall either be confirmed by custom or law.

LIBRARIES.

The neglect under which our libraries suffer appears to be almost criminal. Money expended on them is money thrown away, and in my opinion district libraries are unworthy of any encouragement. That they have had an existence can only be realized by the cases, which in their neglected condition are made the receptacles of lunch baskets, etc., in many of the schools, and where they are not found in the school-room can be traced to some family in the district, where they have been allowed to remain to be neglected and destroyed. In almost every instance the trustees have used the library money apportioned to their respective districts for the payment of teachers' wages. If the law were altered and the money applied for instruments of practical use in the school-room, the teachers themselves would become interested in the expenditure of the money, and use their influence to have it properly applied.

INSTITUTES.

We have held two institutes during the year, each of one week, under the direction of my associate, G. V. Bushnell, and myself. The first, held at Ghent, was successful in every respect, Professors H. C. Northam and C. T. Pooler conducting the exercises. The second, held at Germantown under unfavorable circumstances, was of great benefit to those who attended. There were many absent who engage in teaching some portion of the year, and who should have sufficient interest in their vocation to avail themselves of the privileges of the institute. Those, however, that attended, manifested great interest, and the improved methods of instruction, by Professors E. V. DeGraff and R. E. Post, were clearly developed and thoroughly impressed upon the minds of those present. Many thanks are due Prof. Post, who alone conducted the exercises during the latter part of the week, and, by his powers of reasoning and elucidating, proved himself a gentleman second to none that have been sent to this county as institute conductors. A good spirit and lively interest prevailed during both sessions, and none but the incorrigibly dull could fail of being benefited, or of being better prepared to discharge their respective duties as teachers. I consider

the institute a powerful auxiliary to advance the cause of education, and it should be made imperative upon all our teachers to attend.

ASSOCIATIONS.

During the year, I have organized, with the hearty coöperation of the teachers of my commissioner district, a teachers' association, and meetings have been held in many of the towns and were largely attended. The exercises are conducted on the same principle as at our institutes, interspersed with essays, discussions, declamations, select reading, addresses, and the exchange of ideas pertaining to the best methods of teaching. The teachers are deeply interested in these meetings and have given them their undivided support. And, if we had time enough to inquire into the state of public intelligence, we should find considerable improvements made through this association.

The career of knowledge, like that of benevolence, however humble the agents embarked in it or the scale of their operation, offers innumerable and often unexpected gratification. I have attended all these meetings and cannot easily describe all the ways or the whole extent in which I received gratification.

TEACHERS.

The testimony of the best educators of the day is in favor of a high quality in the art of teaching, as superior to all other qualities. The ability to impart knowledge and develop the original powers of the pupil's mind deserves high rank and high pay as compared with other talents. Many of the teachers of this county are earnest workers and take every advantage of every opportunity for improvement. You will not only find them active in the school-room, but will find them constantly gathering and consulting upon matters of common interest and educational progress, and are interested in introducing every improvement in discipline and instruction which they can obtain; and I must do most teachers the justice to say that they are true friends of knowledge. We have it in our power, though but humble individuals, by pursuing a proper course of operations, to raise the standard of our common schools to the highest grade and carry their benefits to every individual. A commissioner can do little for this object without the general and hearty coöperation of the trustees and patrons of this district; and, if that can be secured by us, we need not despair for our want of any other influence. The interests of the State require that every child be instructed and that the profession of a teacher, in every department, must be rendered respectable in the eyes of the public. In all this the purest motives have a large share of influence.

REMARKS.

Make the results of education known, and you will awaken interest in schools; show parents and teachers better systems than

they have, and they will wish to obtain them; raise the salaries of teachers; treat them with due respect, and you may have good ones. In many points men of their practical knowledge will easily improve by the mere exhibition of apparatus, or by witnessing the management of a model class for a half hour. Encourage the meetings of common school teachers, in the town and county, for thus, still more than in the case of the library, the information of each becomes the property of all. We must remember that our schools should never be left alone by the good and intelligent until they shall have been placed on the best possible footing. Our teachers ought to be retained permanently in their profession and respected as highly as any members of society. They ought also to be put in possession of every improvement for their aid which is needed in the school room. With very few exceptions, little or no attention is given to providing such things as are positively essential to the success of the teacher and the proper advancement of the school. I indulge the hope that the time is not far distant when the schools will be better provided with apparatus, a uniformity of text-books, and properly supplied with maps, globes, etc., a want in our schools universally admitted and almost wholly disregarded.

My thanks are due to the teachers for their kind forbearance and the cheerfulness with which they have complied with my suggestions, and to the Department of Public Instruction my sincere thanks for the favors and courtesies of which I have been the recipient at their hands.

AMASA P. LASHER,

School Commissioner.

GERMANTOWN, N. Y., Dec. 20th, 1879.

COLUMBIA COUNTY—SECOND DISTRICT.

HON. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR. — The school commissioner for the second district of the county of Columbia, respectfully submits the following report :

The second commissioner district consists of the nine north towns of the county, viz.: Austerlitz, Canaan, Chatham, Ghent, Hillsdale, Kinderhook, New Lebanon, Stockport and Stuyvesant.

There are in this district one hundred and five school districts, having one hundred and two school-houses situated in the district.

SCHOOL-HOUSES.

There are some elegant and commodious school-houses, conveniently seated, well ventilated, and furnished with blackboards, charts, maps, and globes. But the greater number of school-houses

are not of attractive mien, yet they are generally in good repair, and comfortable as far as the outside of the building is concerned, but too frequently having seats and desks so badly arranged as to render "going to school" a pain rather than a pleasure to the children. The unsuitableness of seats and desks ought not to be passed over.

In many of the school-rooms the seats are simply long benches without backs, and many so high that the feet of the children cannot reach the floor. The desks are attached to the walls, extending along the sides of the room, having a bench in front upon which the children sit, and when it becomes necessary to use the desks the pupils are forced to turn around, raising their feet over the bench. I hope the time will speedily come when seats and desks of this description will be entirely removed from our school-houses. The third class of school-houses are those which are entirely unfit for school purposes, or in fact for any purpose whatever. I am truly thankful that these relics of "ye olden times" are few in number and growing "beautifully less." Three buildings of this class have been removed during the past three months; two by fire and one by the order of the supervisor of the town in which the school-house was situated and commissioner. It gives me great pleasure to report that several new houses have been built, or are in progress of erection, during the past year, and in every instance are built in much better style and better suited to answer the purposes for which they are intended.

TEACHERS.

The qualifications of teachers are various. Among the first class are those who are thoroughly educated in the branches which they are required to teach, and who are well skilled in the art of governing and disciplining a school. Among this class of teachers are found the Normal graduates, who are a power in this county, and are very efficient in the science of teaching school. The number of teachers which may be classed under the head of first rate is small, but is steadily increasing in this county. There is another class of an opposite character. They are not only superficial in their attainments, and unacquainted with the practical operations of the school-room, but they are even adverse to the business of teaching. They care nothing for the children which they are hired to teach. Money is the only inducement for them to engage in the business. They are employed because they will work cheap.

The third class are those whose literary qualifications are good but who do not possess a fitness for teaching. They have no judgment in imparting instruction. Long recitations are encouraged. Lessons are generally recited from the book without any explanation from the teacher. No lasting impression is made, and the understanding of the child remains unimproved by this mode of teaching. Teachers of this class are numerous, and the number cannot be re-

duced until trustees and patrons of our schools are persuaded to feel and act upon the principle that qualified teachers are the cheapest in the end.

The advance of education is retarded by the habit of hiring a male teacher for the winter term and a female for the summer. Many men, who can find plenty to do in summer, teach during the winter merely because it is better than doing nothing, and they generally teach for less wages than a person who makes teaching the business of their life, and they, as a general thing, teach very poor schools.

LIBRARIES.

The school libraries are in a miserable condition ; but little attention is paid to them further than to elect a librarian. Not much reliance can be placed upon the trustees' reports in regard to libraries.

They have no catalogue of the books, hence, do not know how many volumes they have. I think the library money should be applied to the purchase of school apparatus, instead of being used as it now is.

In conclusion, I would say, I believe the standard of our common schools is far ahead of what it was a few years ago. Parents and even trustees are becoming conscious of these facts, that a good school is a good thing ; the *cheapest* teacher is not the best teacher. I notice while making my visits among the schools, that those teachers who are regular in their attendance at our institutes and county associations are doing the best school-room work, and I shall endeavor to encourage such teachers as far as possible, for I think their reward will come in the shape of a just appreciation of their services by the public and an advance in wages.

I hope in time many of the great and glaring defects in our public school system will be remedied.

Our educational friend of the Cortland Normal School is trying to render his name immortal by the introduction of a "Unification Act." I presume he thinks by commencing at the head he will finally get at the roots, but I have my doubts. I truly believe there *are greater defects* in the public school system of our State, than having a Superintendent of Public Instruction. Until these defects are remedied, I think the "Unification act" better be postponed.

In closing, I wish to tender my sincere thanks for the valuable and ever ready aid and advice I have received from your Department.

Respectfully,

GEORGE V. BUSHNELL,
School Commissioner.

HILLSDALE, N. Y., Dec. 20th, 1879.

HON. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR. — In compliance with your request, I respectfully submit the following report of the schools under my supervision :

This commissioner district consists of eight towns, viz.: Colchester, Franklin, Hamden, Hancock, Masonville, Sidney, Tompkins and Walton. Total number of acres 475,620. The district contains one hundred and seventy-eight common school districts, four union free schools and one academy.

The whole number of children of school age residing in the district on the 30th day of September, 1879, was seven thousand and eight, and the number of teachers employed during the year was one hundred and eighty-two, and the average daily attendance at all the schools in the district was three thousand one hundred and seven.

So far as my official duties are concerned, I have simply to state that I can confirm the statement made by ex-commissioner Montgomery, that he must "leave undone many things that should have been done." Yet I have devoted my whole time to attending to the interests of the schools since January 1, 1879. I have made two hundred and fifty visits, advising and encouraging teachers and pupils as circumstances seem to require.

I find many *live* and *energetic* teachers in the district who are doing their work honorably. I also find a class who are *half workers*, *indolent* teachers. They seem to think because they have taught fifteen or twenty terms, perhaps they are entitled to the highest honors teachers can have, their scholarship reaches the standard required, and after securing a school, and they enter upon their work as teachers they take little or no interest in the welfare of their pupils, they ask questions from each text-book as they are given, never giving an original word or any information concerning the subject; is this kind of instruction "machine teaching?" A teacher needs a well-digested plan for each day's work. This should have for its chief aim, "to *make mind*." It must of necessity require careful thought, hard study and a disposition to work to accomplish this.

We welcome *thorough* Normal teachers in our schools here, and we would like to see more teachers attend those State Normal Schools from Delaware county, for they certainly receive the best training for their profession there. The union schools at Walton, Hancock and Deposit have a very able corps of teachers at present, and are giving our common schools many faithful teachers. The Delaware Institute at Franklin sustains its excellent reputation. We wish our union school at Masonville success; it has just commenced its first term with three teachers and a good attendance.

Our Teachers' Institute was held at Delhi, commencing September 1st, and continued five days. The exercises were conducted

by Prof. E. V. DeGraff, assisted by Prof. F. P. Lantry. About three hundred and fifty teachers were in attendance. It was evident at the close of the session that every heart contained higher aims and an earnest determination to return to their labor with renewed zeal. I need not commend these instructors for they are known throughout the State as earnest workers.

It would save the Department and all school officials many replies to needless communications if the new edition "Code of Public Instruction" was in the hands of every trustee, as they deem it unsafe to follow the instructions of the old one. One great need in this district is better school-houses, yet we feel encouraged; there seems to exist a disposition for improvement. Several new houses are going up which will be convenient and well adapted to the purpose for which they are built.

In conclusion I wish to express my thanks to the people of this district for the kindness shown me since I entered upon my work, and to the Department for prompt answers to my communications.

Your obedient servant,

GEORGE S. BARTLETT,

School Commissioner.

MASONVILLE, N. Y., December 16, 1879.

DELAWARE COUNTY—SECOND DISTRICT.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction:

SIR.—The schools in my district are in very good condition. The teachers are, with but few exceptions, doing a good work. Many of the school districts are large in territory, with but few inhabitants, consequently, in those districts, the average attendance during the year is small. In the whole district, the average attendance is good, and each year I can see a marked improvement in the general condition of the schools.

Respectfully yours,

JAMES H. McINTOSH,

DELHI, N. Y., Dec. 20, 1879.

School Commissioner.

DUTCHESS COUNTY — FIRST DISTRICT.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction:

SIR.—In compliance with your request, I submit the following report:

This commissioner's district embraces thirteen towns, having within its limits one hundred and forty common school districts, of

which one hundred and thirty-four have their school buildings within the county, and the remaining six have their buildings within the adjoining counties of Columbia and Putnam.

Every district maintained a school for the number of weeks required by law, and a considerable number maintained school for forty weeks or more.

When I entered upon the duties of my office, I found the schools as a whole in a prosperous and healthful condition, with a steady advancement in public opinion for more progress and larger results.

A large number of the districts have pleasant and commodious school-rooms. Several have made rigorous efforts during the year past, to have more comfortable ones, and one or two have taken measures to select more favorable sites, and erect new and more improved school buildings. It is evident that in this particular, parents are comprehending the fact, that uniting school-houses with pleasant surroundings are powerful factors for better government and higher education.

The teachers, as a body, are active and faithful in the discharge of their duties. In general, they are educating themselves up to the standard demanded by the public, and to a goodly degree of efficiency.

There is a lack of uniform text-books, and although an act has been passed to obviate this evil, I am, as yet, unable to discover any beneficial results.

I desire to direct attention to the vast discrepancy in the taxation imposed for school purposes in the various districts.

Doubtless, no one will deny the equity of sustaining our school system by taxation, but it is manifestly unjust that the taxation should be so unequally distributed.

Some legislation should be devised to equalize the burdens, and from observation and careful study, I have come to the conclusion that the most practical solution of the difficulty would be the placing of all the districts of a town under the management of one board of trustees, with power to levy a direct tax upon the whole town for all school purposes. The present system is perfect, with this single exception, and this would, to a great extent, abolish the many and grievous disputes in regard to the location and alteration of district boundary lines.

It would also have the further advantage of having at least one good school in each town, to which all scholars of a higher or advanced grade could have access.

To sum up briefly, the outlook in regard to educational matters is encouraging, and our common schools are fast becoming potential instrumentalities for the dissemination of practical knowledge, and achieving the results for which they were founded.

Thanking the Department for past favors, I am,

Respectfully yours,

JNO. F. SCHLOSSER,

School Commissioner.

PEEKSKILL-ON-HUDSON, N. Y., Dec. 20th, 1879.

DUTCHESS COUNTY — SECOND DISTRICT.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction:

SIR. — In submitting this, my annual report, in accordance with the requirements of the Department, I cannot, with strict propriety, make use of the stereotyped phraseology, announcing "continued prosperity," "encouraging progress," and "satisfactory results," with which such reports are usually prefaced. For while a large majority of the heaviest tax payers of our community, including our best-thinking and most liberal-minded citizens, are fully awake to the importance of general instruction, and are strongly in favor of generous provisions for maintaining the schools in the most efficient manner, and of keeping them up to the high standard which they have previously sustained, yet the wide-spread financial depression, and the consequent uneasy and restless condition of a portion of society, have given to chronic grumblers and unprincipled schemers among us an opportunity to raise a hue and cry against the schools, and to set up a clamor for cheap teachers and low taxes. Though in spite of the annoying opposition, and many discouragements which we have been obliged to meet, we feel that the schools are still firmly rooted in the affections of the people, and that the scales of prejudice are fast falling from the eyes of many who have been led to regard them with disfavor.

TEACHERS.

The teachers, with few exceptions, have been zealous and faithful in the performance of their work, and have met with a commendable degree of success. It is very unfortunate for any school, whose teacher has succeeded in convincing the pupils that a want of progress necessarily implies thoroughness, and who has thus stifled the ambition of the pupils, and cultivated a spirit of indolence among them. Far better would it be for those pupils if they were not quite so thorough, providing they were ambitious and industrious, and made some progress. Above all things, let teachers be thorough; but let them not be so thorough as to effectually stop all advancement on the part of their pupils. The capabilities and usefulness of teachers as teachers should be judged, not by the estimate they place upon themselves, nor yet by any notoriety they may have gained in the community; but by their success in the legitimate work of the school-room, for the performance of which they are employed and paid.

INSTITUTES.

The annual county institute has continued a source of profit by the sound and practical instruction presented before the teachers in attendance, usually a good number. The instructors and lecturers

employed have been earnest and successful in matter and manner; and, as I cannot speak particularly of each gentleman in this report, I leave them with the general commendation.

CONCLUSION.

In conclusion, we would say that we hope every thing will be done to elevate the standard of the work in which we are engaged; that trustees, commissioners, teachers and parents may all work together, to accomplish that which shall be for the good of the youth; so that, when they shall be called to take their station in life, they may wield such an influence as will be an honor to themselves and to the system under which they received their instruction, and that they may be instrumental in raising the standard of morality.

Respectfully yours,

M. W. COLLINS,
School Commissioner.

RHINEBECK, N. Y., *December* 15, 1879.

ERIE COUNTY -- SECOND DISTRICT.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction:

SIR. — In accordance with the wishes expressed in your circular letter of November 24th, I have the honor to submit the following report:

The schools of the Second Commissioner district of Erie county are, probably, like others in the rural districts of the State, variable, changing from year to year, and even from term to term, depending upon the population of school age, and the judgment and enterprise of the person selected as trustee.

For a knowledge of the financial and statistical condition of the several school districts, and the commissioner district as a whole, I would respectfully refer you to my annual report.

While in the past year several districts have reseeded their school-houses with extremely comfortable seats and desks of the most improved form and style, many more are in such a demoralized condition that it is verily impossible for the child to ever learn to write well, or even to sit at the same in a condition of comfort compatible with health.

A few houses are becoming so dilapidated, that I have been constrained to inform the trustees that unless the district should undertake the repair of the school-house I should be compelled to condemn the same.

School District Number Six of the town of West Seneca is partly in West Seneca and partly in Cheektowaga, the school-house being in the latter town, while Cheektowaga is in the first, and West

Seneca in the second commissioner district. The part of the district in the town of West Seneca is traversed its entire width from east to west by the Buffalo creek or river, a stream often swollen by floods, and never passable within the school district, except by fording. The nearest bridge crossings are up the stream and beyond the school-house in the adjoining district on the east, or below some distance and within the city limits.

When this district was originally formed, that portion of it south of this stream was very sparsely settled. Now it comprises numerous families whose children are effectually cut off from the privileges of their school, except by fording this often impassable stream, or traveling to the center and passing the school-house of the adjoining districts.

These inhabitants have for many years sought relief, asking to be set off from this school district and into school districts adjoining and on the south of this stream; but the Cheektowaga portion being unwilling to let them go, and never being able to secure the co-operation of the two school commissioners having joint jurisdiction over them to that end, they have striven ineffectually for relief.

I would recommend that the State Superintendent cause their case to be investigated, and take such action for their relief as the case shall be found to demand.

Many districts have caught from the city and union school, the idea of a long vacation during the extreme hot weather of summer, and find as the older and more advanced grade of pupils are inclined to congregate in some central and more advanced school, or to attend the neighboring academy, the remainder, small children and backward scholars, are much better accommodated in attending school in the fine weather of early fall or spring, and consequently the attendance is much more uniform for the year; also they can then usually be served by a female teacher the year through, if she is only competent to instruct a primary and junior grade of schools, whereby they will gain more public money and at less outlay; but to such districts, and they constitute much the major part, the present beginning and ending of the school year proves a great inconvenience and difficulty, as necessarily portions of the fall term are thrown into two different years. Believing it would inconvenience none, but advantage all, in the second commissioner district of Erie county, at least, I would respectfully suggest and recommend that the commencement of the school year be changed from the first of October to the first of August.

Notwithstanding the directness and simplicity of the blank reports prepared by the Department for the use of trustees in making their annual report, very many find it full of perplexing difficulties, one of which we have already suggested. When the days a school is required to be taught in each year, made to consist of a specific number, say 140 — and that number to be taken as the divisor by which to determine the average attendance, another long step could be

taken, in the simplifying of the requirements of the blanks, and at the same time it would remove the premium which is now extended to districts to limit the length of their schools in each year to 28 weeks. In illustration I will say, a trustee said to me recently, "I'd like to have a good deal more school for the little ones, but so many keep out their children to work, that it cuts down our average so much, that we don't get near as much public money when I do." Consequently he limits his school to 28 weeks. Were this given number to be taken as the divisor by which to determine the average attendance, a premium would then be paid for long, rather than short terms.

Many of the trustees omit in their annual report to give the names and respective ages of the children of the district, giving the name of the parent only with the number of their children of school age claiming that their labors were sufficiently onerous without this addition.

The truant law is almost entirely ignored — hardly one in ten of the trustees making the least pretense of complying with the requirements of the blank in their reports relating thereto. Nor will they, in any probability, until the apportionment of at least some of the public money shall be made contingent upon the attendance at school the requisite number of weeks in each year, of those between the ages of eight and fourteen. Under authority found on page 492 of the Code of Public Instruction, edition of 1868, entitled "Town Taxation," nearly eight years ago, the town of Hamburg commenced the raising of a town tax for school purposes, and annually since with the exception of perhaps one year, have raised from eleven to twelve hundred dollars as a school fund, which with the moneys derived from the State have been nearly sufficient in many districts to pay the full amount of the teachers' wages, and has resulted quite generally in extending the length of the terms of school and the employment of a better grade of teachers. So satisfactory has been the effect of this town school fund, that the omission to have it voted last year, though wholly an accidental oversight, has caused much censuring to those whose duty it was thought to be to have seen to it.

Of the operation of the law of 1878 appointing a separate day from that of the annual meeting for the election of school trustees in certain districts, I cannot speak well. I understand that in some of the districts where applicable, it is treated as a nullity. An instance will best show its working. At the annual meeting, 1878, of the district in relation, there were present besides many spectators, near or quite 35 or 40 disappointed voters. At the election on the day following, after much hard drumming the polls were opened and votes taken; on their closing it was found that for the five men to be elected, only six votes had been cast, though no record was made of who cast the same. At the following annual meeting, October, 1879, there were exactly seven voters and two spectators present, and at the election the next day, although held in a law-

yer's office right at the business center, much drumming by interested school men was done, only thirteen votes were cast. It carries with itself its own lesson, to wit: that farmers will not in the day and at a catching season of the year, leave the gathering of their crops to elect a school trustee.

Prof. H. B. Buckham, of the Buffalo Normal School, has advertised a special training class for persons about to teach who cannot afford more than ten weeks in making special preparation therefor. We trust it may be a success. That more Normal trained teachers are not to be met with in our rural schools is to be regretted. I never experienced more unalloyed pleasure than in listening to their intelligent and attractive methods of imparting instruction, as I occasionally meet them in the school room. The subjects of phonics, orthoepy and reading, especially the former two, are quite neglected or illy taught by most of our teachers. I should make an honorable exception, however, of those who are Normal trained. Others have usually had little or no instruction in phonics and diacritical marks, and therefore can hardly be expected to take much interest in teaching that of which they themselves know so little, nor of paying attention to the correct orthoepy or pronunciation of words as indicated in the text-books by figures diacritical marking.

However desirable it may be to have the rural schools graded and however easily our city superintendents believe that may be done, we, who are with them constantly, know their habit of usually changing trustees annually, and of semi-annually or oftener placing a new teacher in charge of the school room. Trustees and teachers being generally novices in the profession, know, that with this ever changing foundation and the commissioners' inability to see school oftener than twice or at most three times a year, a desirable and efficient grading cannot be effected and maintained. It is believed, however, that under a properly devised township system of school management, an intelligent and efficient grading can be made and successfully enforced.

The idea of a township system of schools is not new, but has been well considered by most of our best informed and thoughtful school men, and so far as my observation goes, is regarded by them as emphatically preferable to our present ever shifting plan. As this report has already far outgrown our intentions when we began to write, we will merely epitomize some of the expectant advantages and possible disadvantages of a town board of education, with a slight allusion to its manner of elections and proper powers.

It will certainly cause greater stability in local supervision and management, lead to a successful grading of all the schools, insure the employment of teachers more especially qualified and adapted to the wants of special schools, and from their employment being of greater permanence, conduce to a willingness to accept of less wages and therefore lesser taxes, enable a pupil to attend the school when its interests will be best subserved; establish a uniformity of text-books throughout the town, remove all occasion for quarrels about

district boundaries, etc. While as an objection it is urged, that a board of trustees, elected by the people after the manner of the election of town officers, must necessarily become partisan. To this we answer: The board should be constituted of double or quadruple in number of the number of years in length of their term of service; and then prohibit an elector from voting for more than one-half the number to be chosen at any election. Thus, if the board were constituted of six men, their term of service should be three years each, and accordingly two vacancies should occur annually. To fill these let no voter be privileged to vote for more than one of the two to be elected. Then make the office wholly honorary and non-remunerative and each party would select its best school man for the office. Such board should be possessed of full power over all the schools of the town; and further, the several school boards of each commissioner district, as in Pennsylvania, might also be possessed of the power of selecting, when in a joint convention duly assembled therefor, the school commissioner of their respective commissioner district, which commissioner should be jointly responsible for the due performance of duty to the Superintendent of Public Instruction and those school officers.

Fearing I may be unduly trying your patience, I have the honor to subscribe myself,

Your obedient servant,

GEO. ABBOTT,

School Commissioner.

HAMBURG, N. Y., *December 20, 1879.*

ERIE COUNTY — THIRD DISTRICT.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction:

SIR.—If I understand my duty, it is to communicate to you along with my report a summary statement of my labors during the year, and also my views in regard to educational work in my district.

Last winter I visited as many schools as I could before they had closed. In the summer I visited all of the schools of my district except two that had closed before I reached them. I generally visited two schools in a day, spending a half of a day with each. I found most of them taught by very good teachers, but some of them poorly taught and badly managed. I have generally advised the teachers and trustees, where I could do so, in regard to what improvements in the methods of teaching and the management of the school seemed practicable and best.

In order that I might have an opportunity to give advice to teachers more effectively, I have held what I have called, "teach-

ers' drills." In the spring I held three such drills in different sections of my district, continuing them one week in each case. In the fall I held one in each town, continuing three days, including the day of examination. My mode of conducting these drills is, having got as many of the teachers together as possible, to give them regular and systematic instruction in what I consider the best methods of teaching the various subjects pursued in the common schools and in the government and management of the schools. They have seemed to be very successful and have excited considerable interest. In addition to visiting the schools I have lectured in the school-houses or churches throughout my district wherever I could assemble a congregation, with a view to the increase of popular interest in educational and school matters.

I have done what I could to revive an interest in the school district libraries, but, I must confess, with indifferent success.

Some of the school-houses are good, others are very poor, and some are unfit to be used. I have endeavored in a number of cases to incite the people to repair or build anew.

I can cheerfully say, in a general way, that the schools and the instruction given, as compared with former years, are in an encouraging condition, and that they are improving. On the whole, I think the schools in this section of the State were never better than they are at present. The children were never better instructed.

But, if we assume what the schools ought to be, as the standard of measure, I will say without hesitation they are in a very low state. The schools ought to be such that the entire rising generation of lawful school age shall be taught whatever they need to know as citizens of a free State, and that they shall be developed and cultivated to the full measure of their capabilities. It requires no great wisdom to say what the common schools ought to be, any well-informed person who knows something of the philosophy of the human mind and the mode of its development can tell what the character of our common schools should be, but who will tell us how we may make them what they ought to be? Who will trace out and elucidate the difficulties which beset the commissioner and the superintendent and point out the way in which they may be overcome?

It may be well to notice some of these difficulties. First, the very common lack of interest in common schools and in education generally. This lack of interest results from three causes:

(1.) The low state of intellectual culture of a quite large proportion of the people. None of us can well appreciate intellectual excellence much above our own state. We ought not to wonder that people do not feel an interest in things of which they have no clear conception of their importance.

(2.) The extensive prevalence of erroneous and false notions of what constitutes a good school and of the Normal process of intellectual development. In many of our school districts probably three-

fourths of the people entertain such ideas of school that, if they were to form a school according to their best conceptions of what one ought to be, they would form a very bad one. Hence, they will, not only, not help, but they will actually oppose efforts to make the schools what they ought to be.

(3.) The natural selfishness, or lack of public spirit, of many of the people whose help is needed to make the schools what they should be. This is shown by those who say "they are not willing to be taxed to educate other people's children." As the law puts it into the hands of the people to vote taxes upon themselves for the support of the schools, the tendency is to have the least amount of school that is possible and at the least possible expense. 2d. The great number of persons not qualified as teachers who yet desire to teach. The consequence is that teachers compete with each other in the matter of wages, and, in many cases, the poorest and least qualified find employment and the best are driven out of the field. It is said that commissioners and superintendents should remedy this evil by granting certificates only to the best, and thus diminish the number of competitors. Those who have had experience in examining teachers know that this is a very difficult task to perform. Moral character, natural disposition, social manners, personal habits and aptness to teach are points to be decided upon as well as literary attainments. Yet most applicants would feel mortified and offended at being rejected on account of defect in any one of these points more than if rejected for literary deficiency. It is a trying position for any man to be in, to be required to decide such matters. When a decision of this kind is rendered against any number of persons by a public servant whose tenure of office depends upon the good pleasure of the people, the persons who are affected by it are very ready to see that they have in their hands the means of retaliation. There is, probably, no school commissioner who does not desire to see only the best teachers engaged in teaching. Yet, every one sees good and efficient teachers being crowded out of the ranks by those of much inferior qualifications, while they see no way to prevent it. 3d. Another difficulty is in irregular attendance at school. The mischiefs which result from this are seen in many ways. They are seen in the disorder of the school caused by it; also, in the painful fact that many of the children grow up and leave school without discipline, culture, or useful knowledge. Causes operate reciprocally. Having a poor school taught by an inefficient teacher is one cause of irregular attendance, and that, in turn, promotes indirectly the poor school, taught by the inefficient teacher. In like manner, lack of interest in the school makes a poor school, and a poor school promotes lack of interest. People say, "Our school is good for nothing; why should we care for it?" 4th. Another difficulty is in the uncertainty about obtaining good school officers who will wisely and faithfully discharge their duties. There are many school districts in which the trustee is elected for the very reason that he will cheapen

every thing about the school as much as possible and save expense to the district. The cheapest teacher and the least expense in making the school-house comfortable is the best work for a trustee to do. The same difficulty is experienced in obtaining good school commissioners. So long as their election depends upon the strength of a political party and the candidate's skill in partisan contests, there must be an uncertainty about the successful candidate being the most suitable person for the office.

I would speak with modesty and deference in regard to changes in the law or plan of our school system. I believe our school system is one of the best in the world. It needs no changes, except, perhaps, something that may make it more efficient in carrying out its purposes. If the system of superintendence could be rendered more independent of partisan interference, and of the interference of those classes of people who have no interest in the real good of the schools, the system would be well nigh all that can be desired. If the Superintendent could be chosen by some non-political body of educational men, and the commissioners and city superintendents appointed by him and removed only for cause, I believe the efficiency of the system would be greatly improved. However, I do not propose to be an agitator. I would rather leave these questions to wiser men.

In conclusion, I thankfully acknowledge my obligations to the Department for the good advice and timely instruction which I have received on several occasions, and which my inexperience has rendered necessary.

I have the honor to be your obedient servant,

JOHN A. WELLS,
School Commissioner.

SPRINGVILLE, N. Y., Nov. 14, 1879.

ESSEX COUNTY.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR. — To comply with your request, I will endeavor to give the condition and needs of school affairs in this commissioner district.

With the exception of some three, the school-houses are in a good, comfortable condition. Some of the out-buildings show neglect. Within the last two years four new buildings have been erected where poor school-houses had demanded something to be done. Districts are very good about allowing their teachers to attend institutes.

We have had good conductors of institutes and we see good results. In the examination of teachers there is a showing of great improvement. They begin to show some knowledge of history, a

better knowledge of grammar and geography. They are beginning to know the use and how to use the diacritical marks used in the dictionary. The elements and principles of writing are coming to be a part of the work of our best teachers. We have had our teachers' classes filled to overflowing. Had it not been for the generous board of Sherman Academy, who gave to the extra number beyond the limit allowed to be taught by law free tuition, we should have been annoyed, not knowing how to manage, to allow one to enter the class and shut out another, where all were eager to become better qualified as teachers. The best of work was done by Prof. E. J. Owen, who instructed the classes in this commissioner district.

The teachers who have come into our schools from Prof. J. W. Chandler's classes of Elizabethtown show the effects of his good drill. One town, Schroon, has good maps of its school districts, and a book in town clerk's office kept as a *School Record* district's book; each district has a map of every district in the town, all for a trifling expense. Trustees of all the districts, and town clerk, met me to bring it about; it was soon done, and satisfactorily.

We want the school year changed, to begin the 1st of August; elect trustees in August same as in October. We want it that trustees may be elected time enough to start schools in September, and have them in the fall months rather than July and August. The attendance in July and August is almost nothing, and many schools are kept up only to put in the 28 weeks. We think the public money and all school money should be used for the good of the children. We want the trustee elected so he can act for the school year, not start a fall school, and then after a fight at school meeting, have another trustee remove that teacher and put in his favorite, under the law lately passed, "that an outgoing trustee can hire only for the term that begins before he goes out." We call it a bad law, for it engenders strife at school meetings, and feeds that curse, a *constant change of teachers*. We claim, too, that the school year should be changed to prevent annual reports coming at a time when districts that have a fall school will be compelled to divide it (fall term) into two school years. Among the great number consulted in this county upon the subject, every person save *one*, that has been spoken to, claims that the change should be granted, if for no other reason than that districts may be encouraged to have their schools in the fall months rather than in July and August, that better attendance may be secured; and, also, on the ground that it is cruel to confine children in a school-room during those hot months. Regent Hale strongly urges such a change, and says he sees no argument against it. We further ask you, if you think that a law compelling an attendance at school should be enforced, to make it operative, to make it obligatory upon some one to enforce it.

We ask that there be allowed us two teachers' classes in this commissioner district, or increase the number of the one that is now

allowed us to thirty-five or forty. I require teachers to be well posted, and would like to have them have no excuse concerning an opportunity to be trained in a teachers' class. I hold examinations two days in each place where I examine teachers, that ample time may be given for them to write out a good examination.

We would ask too, that our State Superintendent come into our county, and with us visit some of our schools.

Thanking you for the opportunity of telling the little we have to brag about, and also of telling you our wants, I remain,

Yours respectfully,

LUTHER B. NEWELL,

School Commissioner.

WESTPORT, N. Y., *December 13, 1879.*

FULTON COUNTY.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction:

SIR.—In compliance with your request, I cheerfully submit the following in relation to the schools in this county:

This commissioner's district comprises the whole of Fulton county, and contains ten towns, viz.: Broadalbin, Bleecker, Caroga, Ephratah, Johnstown, Mayfield, Northampton, Oppenheim, Perth and Stratford. It contains 114 common school districts, the school-houses of which are in the county; 12 joint districts with the school-houses in adjoining counties, and three union free school districts.

It is shown in my statistical report previously made, that there were 10,160 children between the ages of 5 and 21 years in the county on the 30th of September, 7,295 of whom attended school some portion of the year, with an average attendance of 3,900.

The average attendance was 176 less than last year. This is attributable to the fact that the glove business, which constitutes the chief employment of the people in this county, and which employs many children, has greatly revived during the past year, and consequently, many who attended school last year, not having had employment for several years past, availed themselves of this opportunity. I am convinced that this is the cause, as the decrease occurs in the town of Johnstown, the great center of this manufacturing interest.

The 117 districts employed 158 teachers an average of 32 weeks. No. 7, Ephratah, on account of their teacher being sick through the whole of September, fell short three days of the required 28 weeks. Since no one seems to be in fault for this deficiency, I hope the Department will not withhold their *district quota*.

No new school-houses have been built during the year, but several old ones have been thoroughly repaired and made comfortable.

There are eight school-houses in this county, to-day, entirely unfit for use, and could I obtain the consent of the supervisors of the town in which they are located, I would report to your honor next fall the following: "Eight new school-houses have been built." It seems to be a very difficult task to convince these officers of the necessity of such a movement.

Library money is generally used for teachers' wages, regardless of the amount apportioned. It seems to me that in consequence of the lack of school apparatus, blackboards, etc., there ought to be an apportionment directly for that object, and a law prohibiting trustees from using it for any other purpose.

Our Institute was held at Gloversville during the last week in August, and so far as attendance and attention are concerned, it never was surpassed in this county. Prof. H. B. Buckham, of the Buffalo Normal school, was ably assisted by Prof. R. L. Seldon, of Leroy, N. Y. Great interest was manifested by the teachers in the various subjects presented by these gentlemen, and so far as I have been able to learn, their suggestions are being carried into the schools of this county.

My time during the year has been fully occupied in visiting schools, holding examinations, making reports to the Department, and in settling district disputes and district boundaries. There are two towns in this county which have no records of district boundaries at all, and from all that I can learn, never have had.

I have labored earnestly to raise the standard of teachers' qualifications, by refusing to license such as I thought unfit, even though they had been teaching for years. By this means many have been compelled to seek other employment, and others are at *work, studying* and giving their pupils the benefit of their thought and investigations.

Hoping to be able to report, in my next, an increased interest in our schools, by teachers, pupils and patrons, I am,

Yours truly,

D. D. CROUSE,

BROADALBIN, N. Y., Dec. 12, 1879. *School Commissioner.*

KINGS COUNTY.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction:

SIR.—In compliance with the request contained in your circular of the 24th of November, I have the honor to submit the following report of the condition and wants of the schools of the rural district of Kings county.

There is no individual interest that should be guarded with greater care and fidelity than our educational interest. Peace, happiness,

and the safety of property and life are secured by the education of the masses. Education is the foundation on which are reared the great principles of self-government. The laws of the State justly provide for the security of property and life by the general diffusion of knowledge through the public schools. The most wealthy must contribute for educational purposes according to the assessed valuation of his property, whether he has children or not; while the poorer classes meet on the same footing in the school-room with those more wealthy. This is as it should be; for the only hope we have for the prosperity and perpetuity of our nation is in the dissemination of truth and intelligence among all classes, rich and poor alike.

In reviewing the schools of this commissioner district for the past year, I feel warranted in saying that they have kept fully up to their standard of excellence. This I believe to be owing, in a very great degree, to the fact that they have been taught by teachers of experience, who have, also, had the advantage, in many of the districts, of continuing in the same school from year to year. The marked deficiencies that I have observed during my visitations are in good government and methods of teaching. Teaching is a profession, and a special preparation is as necessary to render one successful in it, as to make a successful mechanic, a physician, a preacher, or a lawyer. To this end the State has wisely established her eight Normal schools. I would respectfully call attention to these schools. They are model schools, especially calculated to fit young men and women for the arduous duties of school teachers. I recommend those who intend to teach, or to fit themselves as teachers, to take a Normal course. The State has also established teachers' institutes, and I am sure a powerful influence for the good of our schools has gone out from them. All who have witnessed their workings attest their value as an educational agent.

SCHOOL-HOUSES.

It is impossible to have a profitable school in an unsightly and uncomfortable school-house. I am glad to be able to report that, during the past year, there has been added to our list of new and improved school-houses another neat and commodious structure, in district No. 2, town of Gravesend. The building is a credit to the district. The citizens in district No. 1, town of New Lots, are becoming very much interested in the question of better school accommodations. At the last annual school meeting an appropriation was voted for the purpose of building two additional school-houses, and immediate steps will be taken for their construction.

District No. four, town of New Utrecht, is sadly in need of a new school-house. The district cannot realize the fact that it is, in this regard, far behind the times. It would be unwilling to have it so, yet it is a fact patent long ago, that passers-by do measure the intelligence, thrift and enterprise of a community by their

school-houses, churches and other public buildings. I believe that the district can well spare the small outlay requisite for this much needed improvement. May I not hope to see the citizens of this district moving at once in the good work above indicated ?

SCHOOL LAWS.

The compulsory law and the text-book law are deemed of little or no account in this commissioner district. They are inoperative. The amended school law requiring that the election of officers in certain districts be held on the Wednesday next following the second Tuesday in October, between the hours of 12 mid-day and 4 o'clock in the afternoon, is far from satisfactory. At the last annual school meeting in union free school district No. 2, town of New Lots, resolutions were passed expressing the opinion that the law was very unjust, as a large majority of the working-men of the district were debarred from the privilege of voting by reason of their being unable to attend during the day. A committee was appointed to communicate with the school commissioner and the State Superintendent of Public Instruction, requesting them to use their influence to have the law so amended that the election may be held on the evening next following the annual meeting.

In New Lots the subject of consolidating the districts is receiving considerable attention. I am of the opinion that many advantages would be gained by such a step. I will call attention to some of the most obvious. First, it would equalize taxation in the town. Secondly, it would afford greater convenience for pupils. All the schools, of whatever grade, would thus be free to all the inhabitants of the town of legal school age. Thirdly, it would enable the town to establish schools of a higher grade. Fourthly, it would place the schools of the town under one board of education.

FINANCIAL AND STATISTICAL.

The following is an exhibit of the most important financial and statistical items contained in my abstract of trustees' reports for the school year ending September 30, 1879.

RECEIPTS.

Amount on hand Oct. 1, 1878.....	\$26, 879 72
Apportioned from State.....	14, 459 44
Raised by tax.....	44, 474 21
Other sources.....	10, 496 67
Total.....	<u>\$96, 310 04</u>

PAYMENTS.

For teachers' wages.....	\$37, 085 01
For libraries.....	497 15

SUPERINTENDENT OF PUBLIC INSTRUCTION. 195

For school apparatus.....	\$245 62
For colored schools..	796 30
For school-houses, sites, etc.....	24, 013 30
For incidental expenses.....	11, 092 45
Amount on hand Sept. 30, 1879.....	22, 580 21
Total.....	<u>\$96, 310 04</u>

STATISTICAL.

Number of licensed teachers.....	70
Number of children of school age.....	9, 527
Number of private schools.....	11
Number of weeks of school.....	770
Number of children attending school.....	4, 766
Average attendance.....	2, 503
Number of inspections by commissioner.....	40
Number of volumes in libraries.....	7, 564
Value of school-house sites.....	\$24, 100
Value of school-houses and sites.....	115, 200
Value of libraries.....	4, 851
Assessed valuation of property.....	<u>11, 471 422</u>

TEACHERS' INSTITUTE.

The Teachers' Institute was held at East New York, commencing April 14, and continuing one week. It was ably conducted by Prof. James Johonnot, assisted by Prof. C. T. Barnes.

	Males.	Females.	Total.
Number of teachers in attendance.....	21	64	85
Attendance in days.....	81	304	385
Average daily attendance....	16	60	76
Number of terms teachers have taught...719		785	1104
Average number of terms.....	34	6	40

TEACHERS.

There are many good teachers in the field who are doing a noble work. To be a teacher in our public schools is no mean calling. An earnest, faithful teacher, who knows his duty, and is ready to do it; who can instruct and govern a school judiciously and with discretion, is almost sure of success in any school. It is the duty of the teacher to come before his pupils with a well-stored mind, to explain, amplify and illustrate the topic of the lesson, and with a tact to impart instruction and to call into active play the pupils' natural desire for knowledge. The strong teacher will step outside the text-book and have resources within himself, to awake an eagerness on the part of his pupils. Many of our teachers lack the very

important requisite — the ability to *govern* and *discipline* a school. I would urge upon trustees the importance of securing teachers of large experience and known ability, even though you are obliged to pay a little higher wages, for as Guizot says: "It cannot be too often repeated that it is the master makes the school." I know that teachers have many and wearing difficulties beyond what most persons seem to imagine; I have a hearty sympathy with them all in their trials and work.

PARENTS.

While many parents fully appreciate the advantages of a good education, and desire that the public school shall be of high order, and follow the course of the children through their school years with prudent care and ready encouragement, there is a large class who care little for the education of their children and who, by their acts, say: "We don't care whether school keeps or not." Parents you are responsible before God and man for the character and deportment of your children. See to it then; remember that your words are their words, your acts they imitate and indorse.

CONCLUSION.

In closing this report, I would express my obligations to the school officers and teachers for their hearty co-operation, and for the respect shown me.

My thanks are due to the citizens of the district for their kindness and hospitality at all times; and to the Department for many favors granted, and for prompt answers to all my communications.

I am, very respectfully yours,

C. WARREN HAMILTON,

School Commissioner.

NEW LOTS, N. Y., Dec. 5, 1879.

LIVINGSTON COUNTY — FIRST DISTRICT.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction:

SIR. — In accordance with your request, I beg leave to report in regard to the first district of Livingston county:

It would be folly for me even in my short official career to say that I have made no mistakes. I have done what I thought was my duty without fear or favor.

I think we are improving somewhat in our educational work. We are having many of the old school-houses repaired, a few new ones built, and a good class of teachers at work, earnest teachers that will tell before the winter is over that they are teaching, not

keeping school. On the whole, with a few exceptions, the schools for the past year have done well. But, while much has been accomplished, much more remains to be done before our public schools attain their highest usefulness. So long as teachers do well they should be kept in the school, not changed when the trustee changes, as is frequently the case. We want to see the parents visiting the schools and looking after the interests of their children, aiding the teacher in the many ways they can.

Few persons seem to realize that a short time spent in the school room is of any importance.

Two good Institutes were held this year, each lasting one week; one at Dansville, commencing March 24th, which was well attended; the other at Geneseo, commencing August 25th; but owing to a combination of unavoidable circumstances, was not as largely attended; nevertheless it was very interesting, instructive, and favored by the presence of the Superintendent of Public Instruction, Hon. Neil Gilmour.

I am under many obligations to the trustees and inhabitants of this commissioner's district for their cheering words and hospitality; to the teachers for their good will and earnest co-operation; to my colleagues and educational friends for their advice and counsel, and to the Department for favors rendered.

Respectfully submitted,

FOSTER W. WALKER,

School Commissioner.

CALEDONIA, N. Y., Dec. 2, 1879.

MONROE COUNTY — FIRST DISTRICT.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction:

SIR.—Taking into consideration the fact that this is my first year's work as school commissioner, I feel that in the thoughts, which I may present in answer to your requirements, an amount of crudeness may appear, or they, when weighed in the balance of riper experience, may be altogether fallacy. However, I very respectfully submit the following for your consideration:

1ST. CONDITION OF SCHOOLS.

In the several villages in my district, with only two exceptions, the interest in the public school is manifestly growing, and there seems to be a healthy interest in whatever will enhance the value of utility of educational work. This is directly traceable to and is the possible result of an effect closely following its cause, viz.: Street

schools and their graduates. The law fails to force attendance, and is a poor student maker, therefore the people are trying what seems to be the only true course, making schools and school-houses attractive, employing competent teachers and retaining them for a term of years, calling upon music with her softening influences to lend her aid, presenting to the students suitable apparatus, whereby dry facts become tangible and their developments fixed in the child's mind in a pleasing and attractive manner. Therefore that which has been heretofore distasteful and repellant is made a stimulant and an attraction, evidenced fully in the increased average attendance in the said schools, in the new and commodious school buildings or very general renovation of old ones.

In the rural districts general apathy has been the rule; this is shown in the condition of the school buildings and concomitants; full ten per cent worthless and unfit for use; thirty-five per cent with an outlay of \$300 could be made complete and neat; forty-five per cent fair; \$50 to \$100 would make them all right, and only ten per cent in prime order; after all I must report progress and improvement in this department.

TEACHERS.

In some instances a mistake is made in employing third grade teachers in districts requiring better qualifications; still poor work is now an exception, save that better results would be obtained, were the school-houses in better condition. A change for the better can only be effected by educating the people, and this the so-called township system cannot accomplish. One man in a district thoroughly alive to the best interests of the district is a power before which the mists of ignorance flee. Right here is or has been a defect in commissioner supervision. The work in the school-room has only received attention at the hands of the commissioner, while through fear of the political broadsword they have wisely or unwisely left undone the most important part of their official duties.

The teachers say that the best institute ever held in Monroe county was held at Pittsford, commencing Aug. 25th, 219 teachers in attendance. Conductors Profs. Northam and Lantry; their work still lives; its worth speaks in many a school-room.

The Monroe County Teachers' Association is a live one. Nomadic for the sole purpose of creating an interest in educational matters, and thus far receiving from the people very worthy consideration.

Allow me to thank the Department for ready advice, prompt and decided answers to all inquiries, and especially for your visitation, suggestions, etc., at our institute. Wishing you unbounded success in your labors and a continuance of our thus far pleasant relations,

I remain, your obedient servant,

LUCIUS N. ALLEN,

School Commissioner.

HONEOYE FALLS, N. Y., *December 28, 1879.*

MONTGOMERY COUNTY.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR. — In compliance with your request, I deem it a pleasure to submit to you the following report of the condition of the schools in this county, together with a few suggestions, which, I hope, will receive the approval of the Department.

There are 115 school districts having school-houses in this county ; 15 joint districts having school-houses in other counties. The school districts having school-houses in this county require 151 teachers when all the schools are in session.

During the nine months intervening December 31, 1878, and October 1, 1879, 237 official school inspections were made, averaging one-half day to each teacher or school department.

It was, indeed, highly gratifying to find, when making my first inspection of the schools in this county, that nearly all the teachers employed were well qualified, both morally and intellectually, to perform the important duties of the vocation which they had chosen, which reflects much well-earned and deserved credit upon my worthy predecessor, who, during the whole of his official term, arduously and conscientiously strove to elevate the standard of qualification.

During my official term thus far, I have kept steadily in view the present and future interests of the public schools of this county, by persistently endeavoring to exclude from the teachers' profession all persons who were not qualified to pass a satisfactory examination in all the subjects required to be taught in our public schools. The written method for examination has been adopted, which is now giving more general satisfaction than when the system was first inaugurated.

Since February last, four appointments from this county to the State Normal School at Albany have been made, which evidently shows that the superior advantages given there in preparing persons to become teachers of our youth are justly and wisely appreciated.

During the past year four school-houses have been built in the following named places: One at Fort Hunter, town of Florida ; one at Stone Ridge, town of Glen ; one at Charleston Four Corners, town of Charleston ; and one at Hagaman's Mills, town of Amsterdam. We hope that the school districts having poor school houses will profit by following the worthy example of their enterprising neighbors. There are many reasons why the places where children are required to spend so much of their time should be in every respect attractive and comfortable. Doubtless, the chief cause of the seeming indifference, as manifested by those districts that have not made suitable provisions for the health and comfort of their children, may be attributed to the recent financial depression and prostration of business. But as the dark clouds of adversity are

being dispelled by the sunshine of returning prosperity, we hope to see in the near future, more comfortable school buildings substituted in place of those which are in an unfit condition for occupancy by intelligent beings.

The Montgomery County Teachers' Association held its annual convention in the village of Canajoharie, last April, and was in session two days. Much interest was exhibited by all the members of the association. The exercises were wholly conducted by home talent, selected by the president of the association. During the evening session, lectures on scientific subjects were delivered by prominent educators of this county. In fact, we cannot speak in terms too high in behalf of the "Teachers' Association" of Montgomery county.

The Teachers' Institute was held in Nellis' Opera Hall, Canajoharie, commencing October 27, 1879, and continued in session five days. There were 177 teachers in attendance. Prof. F. P. Lantry, of Manlius, N. Y., was principal conductor, and Prof. John Kennedy, of New York, assistant. Both of these gentlemen were well known by many of the teachers of this county. The various subjects presented to the institute were discussed by the conductors in a manner that elicited the encomiums of all the teachers present. Hon. Neil Gilmour, Superintendent of Public Instruction, honored the institute with his presence during the second day's session. The Superintendent favored the teachers with many valuable suggestions in relation to the duties involved in the teachers' profession. Certainly, no person could have been made more welcome to the "Montgomery County Teachers' Institute" than was our worthy Superintendent.

A series of evening lectures were delivered during the week of the session as follows: Monday, Prof. Lantry; subject, "History of Discovery." Tuesday, Prof. Wm. Wells, of Union College; subject, "The Errors of our Home Life." Wednesday, Prof. Fletcher, of Fort Plain Clinton Liberal Institute; subject, "The History of Art." Thursday, Prof. John Kennedy; subject, "Shopping." The institute was pronounced to be one of the best ever held in this county.

The Superintendent is doubtless aware of the fact that the well-intended compulsory education law is a sad failure in this county. Though the majority concede the expediency of its enforcement as far as practicable, yet, there seems to be positive evidence that suitable provisions have not been made by the law-making power to secure the fulfillment of its requirements by those whom the law is intended to benefit. In order that the compulsory education law may be made a complete success, and accomplish the great object it has in view, we would recommend the Legislature, during its next session, to modify and make such amendments to the law as would inevitably secure ways and means by which it can be successfully executed. Let an office be created in every school district

or town in this State, filled by a qualified person, whose duty it shall be to see that all children between the ages of eight and fourteen years, when not physically or mentally disqualified, shall attend some public or private school during a reasonably prescribed number of weeks in each school year intervening said limited ages. The person selected to discharge the duties of said office to be entitled to receive for his services a just compensation.

The Empire State is annually expending large sums of money for the sole purpose of educating her rising sons and daughters. Liberally sustaining with her wealth her institutions of learning, from which go forth into her twelve thousand school districts teachers prepared for the responsible work of training and developing the youthful minds; and yet we have the displeasure to remind the Department that thousands of children attending our public schools some portion of the year are allowed to carelessly and persistently neglect the study of some of the most important elementary branches, and positively refuse to pursue a course of study which may be prescribed to them by a conscientious and experienced teacher, or perchance the "board of education."

There should be a remedy provided against this growing evil. A course of study adapted to the age and capacity of the pupil should be prescribed by some designated and recognized authority; and if there be no physical or mental disability on the part of the pupil, he should be compelled to conform to such prescribed course. By following this system, we shall see, when the children that are now attending our public schools shall have stepped upon the stage of active life, young men and young women more intelligent and better fitted to take charge of the affairs of our country.

The teachers of this county have not been called, during the past year, to mourn the loss of any of their number. Providence has blessed them all with usually good health, and thus permitted them to follow their honorable calling.

In closing this report, I would say that I have devoted this the first year of my official term entirely to school work, and have earnestly labored to promote the best interest of all the schools in the county, and shall in the future endeavor to do my duty without fear or favor.

My thanks are due to the teachers for the respect and kindness they have shown me at all times, and for their earnest co-operation in my efforts to elevate the standard of education, thus giving more dignity and honor to the teachers' profession.

My thanks are also due to the trustees and people of the county for their hospitality, and to the Department for the courtesies extended and favors granted me during the past year.

I am, very respectfully, your obedient servant,

ALONZO GEWEYE,

School Commissioner.

SPRAKER'S BASIN, N. Y., December 16, 1879.

TWENTY-SIXTH ANNUAL REPORT OF THE
NEW YORK CITY.

DEPARTMENT OF PUBLIC INSTRUCTION.
CITY SUPERINTENDENT'S OFFICE,
NEW YORK, *December 9th, 1879.* }

Hon. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR.—In accordance with the request as contained in your circular of the 24th of November last, I have the honor to submit the following report of the condition of the schools under the jurisdiction of the board of education for the year ending on the 30th day of September, 1879.

The whole amount of money received by the board of education in this city, during the year ending at the above date, was \$3,296,910.42, of which \$588,567.21 was the amount of school moneys apportioned to the city by the State Superintendent.

The whole amount expended for the school system during the year was \$3,296,910.42, of which expenditure the items are the following:

For teachers' wages.....	\$2,454,692 86
For school apparatus.....	123,763 63
For colored schools.....	32,083 92
For sites, building, repairing, and furnishing school-house, etc.....	242,167 56
For all other incidental expenses, viz.:	
For fuel.....	\$41,801 14
For the Nautical school.....	7,800 00
For janitors' salaries.....	114,654 10
For employees of board of education, clerks, etc.....	68,989 47
For compulsory education agents.....	12,069 08
For incidental expenses.....	95,683 13
	<hr/>
	340,996 92
For corporate schools.....	103,205 53
	<hr/>
	<u>\$3,296,910 42</u>

The total expenditure in 1878 was \$3,375,746.38, which shows a decrease in the expenditure this year of \$78,835.96.

The whole number of schools under the direction and supervision of the board of education is three hundred and five (305), including the following: The Normal College and Training School connected therewith, and the Saturday Normal School for teachers; forty-six (46) grammar schools for males; forty-six (46) grammar schools for females; twelve (12) "mixed" grammar schools (for males and females); one hundred and

thirteen primary departments and schools; five colored schools; thirty-two evening schools, including the Evening High School (for males), one Nautical School (on board the ship *St. Mary's*) and forty-seven corporate schools. The latter are under the immediate care of their own managers or trustees, but authorized by law to participate in the State school moneys, and are inspected and examined yearly by the officers of this Department, and a report made to the board of education of their condition.

The following table exhibits the average attendance of pupils in each class of schools for the year, with the number of teachers employed therein, as compared with the year 1878:

	Average Attendance.		Number of Teachers.	
	1879.	1878.	1879.	1878.
Normal College, Training, Nautical and Saturday schools.....	2,738	2,676	61	55
Grammar schools.....	42,206	41,477	1,371	1,322
Primary departments and schools...	67,493	66,423	1,618	1,573
Colored schools.....	713	847	35	36
Evening schools.....	8,222	8,770	320	357
Corporate schools.....	9,408	9,813	150	112
Total.....	130,780	130,006	3,555	3,455

The whole number of pupils taught during 1878 was 264,007; in 1879 it was 265,667; in this number all children are counted as many times as they change school during the year.

Special returns made by the principals show that the actual number taught was 212,870; in 1878 the number actually taught was 208,823. This exhibits an increase of 1,660 in the whole number taught, and an increase of 4,047 in the actual number taught during the year 1879, as compared with the preceding year.

The principals' monthly reports show that, on the first of November last, there were registered in the Grammar and Primary Schools 127,282 pupils, with an average attendance for October of 117,734, or a daily attendance of nearly ninety-three per cent of the total register. *This is the largest average monthly attendance ever reported in these schools.*

All these schools are examined at least once a year by myself and a corps of seven assistant superintendents; at which examination a careful inquiry is made into the sanitary condition of the premises and buildings, the general order and discipline of the schools, the efficiency of the principals' supervision and management, the condition and progress of every class and the competency of every teacher in discipline and instruction.

The results in this office show that principals and teachers were

never doing better work than at present, and that excellence in every respect was never more general than now.

The Normal College, the outgrowth of the female departments and a very important auxiliary in our system, had, during the year, on register, no less than 1,364 pupils, with an average attendance of 1,269. The efficient work done in this institution is now making itself felt in nearly every school in this city.

Last June it sent forth 246 trained and well-educated young ladies, licensed and competent to act as teachers.

The improvement in industrial drawing, favorably referred to in my predecessor's report of last year, is very gratifying to all the friends of the common schools; and vocal music, I am happy to add, has been regularly graded, and receives a more general attention, and commands a greater interest than heretofore, on the part of both teachers and pupils.

In conclusion, I would state, that in earnest, well-regulated efforts for the general diffusion of the blessings of education; in a sincere desire to make the rising generation orderly and law-abiding citizens, the city of New York is unwilling to rank second to any other city in the land.

Respectfully submitted,

JOHN JASPER, JR.,

Superintendent.

NIAGARA COUNTY—FIRST DISTRICT.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction:

SIR.—In compliance with your request, I respectfully submit the following report, for the year ending Sept. 30, 1879:

This being my first year as commissioner, I cannot make as favorable a report as I hope to make next year, and the year following. A majority of the schools in my district have been greatly neglected by the commissioner for the past three years, and I found on making my first visits that some of them had not received a visit from the commissioner for four or five terms, and as a result of this negligence I found a general lack of system and order.

Another great detriment to the prosperity of our schools is the lack of interest taken in them by the patrons and residents of the districts. If the parents of pupils would visit the school monthly and speak words of encouragement to the scholars and teacher, it would do much toward awakening an interest, and would stimulate the pupils to greater zeal. I think the whole number of visits made by the patrons of the seventy schools in my district would not exceed fifty during the summer and winter terms.

Another great evil is the habit of changing teachers every term. Very few of my teachers stay more than one or two terms in a school though they may give entire satisfaction. The reasons for these constant changes are many. In districts where they have but one trustee, and most of the districts have only one, of course a new one is elected every year, and each trustee has some favorite teacher, or some teacher that he dislikes to refuse, or a cheaper teacher is demanded by the district.

During the summer I had three Normal graduates teaching in my district and not *one* of them has a school for the winter, though I consider them *decidedly* the best teachers I have. I believe that the *real* teacher must be *born* for a teacher and then *educated* for a teacher, but the public does not seem to think so, and because a common teacher will teach for one or two dollars per week cheaper they are preferred by most of the trustees. In fact, the majority of my best teachers are without positions for the winter for the above reasons. I would that something could be done to prevent this cutting down of teachers' wages, for if this state of things continues, our best teachers will be driven from the field and be obliged to engage in some more remunerative employment. In some of the districts a trustee cannot be elected who will not pledge himself not to pay above a certain limit for a teacher. I do not think this thing can be remedied so long as we have the present system, without the wages could be fixed by law. The rule among trustees now seems to be to hire the cheapest teacher who comes along, "without regard to race, color, or previous condition of servitude." I have been trying to "weed out" the poorer class of teachers, but I find that it is not *always* the best *teachers* who pass the best written examinations.

The tax payers of the districts do not mind the fact that the average attendance would be greater in a well-conducted school, thereby giving them, perhaps, enough more public money to pay the difference in the salary of a first-class and a second-class teacher. Would it not be a good plan to apportion the public money on the *average daily attendance*, instead of basing it on the number of children of school age in the district and the average attendance? If the "compulsory school law" were enforced, I think the average attendance would be increased nearly one-half, but I do not suppose one-fifth of the people in this county know that such a law exists, for I never heard of its being enforced.

Our Teachers' Institute, held at Lockport, beginning October 13, and continuing one week under the leadership of Profs. James Jonhnot and Francis P. Lantry, was thought by all to be a very pleasing and instructive session. The lectures, given by the professors, were practical and interesting, and the singing by the institute, under the inspiring guidance of Prof. Lantry, was a grand success, and we all hope we may see his face in our institute next year. The brief call and happy remarks from the State Superintendent were a pleasant feature of the institute, and will be pleasantly remembered by the teachers and all those who were present.

The teachers' association of Niagara county hold the meetings quarterly and are of no little value to the teachers, as many topics, which could not be brought up in the institute, can be discussed there.

I have made 140 official visits during the year, averaging one-half a day each. Two school-houses have been erected and properly furnished the past year and three more will be constructed in the spring. As a general thing the houses are in good repair and are comfortable, though some of them need appropriate furniture and more blackboard.

I have changed and defined the boundaries of these districts and have several more changes in contemplation. Saturday of each week is appointed for examination of teachers at my office in Lockport, as this is the most central point in my district.

I have done all in my power to promote the interests of the common schools throughout my district, and in some of them I can see a marked improvement in the general discipline and average attendance of the pupils, though if commissioners could secure the hearty co-operation of all the trustees, much more could be done than is done.

I desire to tender my thanks to the Superintendent and the Department for the promptness with which all of my inquiries have been answered, and the advice which I have received to aid me in the discharge of my official duties.

I am,

Your obedient servant,

CHARLES H. LEONARD,

School Commissioner.

SANBORN, N. Y., December 7, 1879.

ONEIDA COUNTY — UTICA.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR.— In accordance with your request, I hereby submit a special report of the public schools of the city of Utica :

SANITARY CONDITION OF THE SCHOOLS.

In an enrollment of 5,245 pupils in our schools during the past year, I am obliged to note the death of only ten, being at the rate of two to a population of one thousand, and these were all confined to the younger pupils, and from diseases peculiar to childhood ; six being caused by diphtheria, two by scarlet fever and two by croup. This record clearly shows the excellent sanitary condition of our schools.

I am pleased to state that our teachers give great attention to the physical training of their pupils, not allowing them to leave the school-rooms in cold weather without being properly protected against the change of temperature; by giving frequent gymnastic exercises, by not allowing them to remain seated for any great length of time without exercise, and strictly adhering to the very wise regulation of the board in regard to lowering windows during cold weather. One of our most successful physicians informs me that there is a notable decrease in catarrhal diseases, formerly so prevalent in this city, and he ascribes the improvement to the enlightenment of parents and teachers in regard to the deleterious consequences of lowering windows over the heads of children in cold weather. I have no doubt that more diseases among children in schools have been contracted in this manner than from all other causes, not excepting even imperfect ventilation. Since the school-houses have been reventilated and arrangements made so that when not enough pure air can be brought into the school-rooms through the cold air flues, it can be obtained from halls or side rooms, there certainly is no necessity for lowering windows. Should it ever be necessary, however, to resort to the windows for fresh air, it can, with much less danger, be obtained by raising the lower sash in the manner described in my last report.

Another reason for the healthful condition of the schools is the great care taken of the basements, in regard to drainage, ventilation and tidiness, quite as much attention being given to the care of the basements in this respect as to the school-rooms.

I am pleased to state that the board and teachers fully realize that it is their province to care for the physical as well as mental training of the children placed in their charge, well knowing that a pupil must have a strong physical system, as well as mental culture, if he is to be successful in any chosen occupation of life.

SCHOOL SYSTEM.

For many years after the establishment of public schools in the State of New York, but little attention was given to the subject of gradation, there being usually as many classes in a school as scholars; the smaller pupils coming to the teacher and repeating, mechanically, the letters of the alphabet from the first to the last in regular order as the teacher pointed to them, then returning to their seats, which were from six to eight inches too high, and there spending the rest of the session in rigid silence. The older pupils were meanwhile striving to fathom the mysteries of long division, tare and tret or reduction, in Daboll's or Pike's arithmetic, absolutely without comprehension or explanation of the various operations, the text-book and the teacher being equally silent on the subject. When the discouraged worker failed to obtain the correct answer to a problem the teacher would solve it for him, without note or comment, leaving him little wiser than before. As with arithmetic so

with other studies, all were rendered, by this mechanical instruction, if instruction it can be called, dry, monotonous and uninteresting.

After the founding of academies in different parts of the State which provided means for those designing to become teachers to secure an education in some measure suitable, a decided improvement in the manner of imparting instruction was at once generally manifested. The establishment of the State Normal School at Albany and of teachers' institutes again gave an impetus to school organization, and laid the foundation of the present system of union and graded schools throughout the State. The educated teachers soon comprehended that they could impart much better instruction in the same length of time, by classifying a school, than when adhering to the old methods.

Like many other new theories possessing excellent qualities in themselves, this grading of schools was carried so far by the more radical educators, that it became arbitrary and rigid to such a degree as to defeat the object aimed at in all judicious schemes of education, that is, to give each pupil practical instruction in as short a time as is consistent with thoroughness. But the keeping of a pupil an entire year in a grade because the majority of his classmates could not accomplish the required work sooner, resulted in serious loss of time and was a positive wrong to the more brilliant or studious.

The advanced school was originally divided into three departments, each of which was in turn arranged in three divisions, making nine grades in the school. No pupil was permitted to enter a higher division except in the regular transfers at the close of the school year. The same plan was adopted in the primary and intermediate schools, but this plan has now given place to the more flexible system of discretionary promotions. The time a pupil must remain in a class is not laid down in our regulations, except in the academic grade.

It is highly important that all schools should be so organized that a teacher can give an explanation to the entire class instead of to one or two individuals, as a great amount of unnecessary repetition is thus avoided. Where there are a large number of schools of the same grade, it is somewhat difficult so to arrange the classes as to allow a thorough and constant supervision and comparison without at the same time rendering the system so rigid that scholars who are able to accomplish more work, are kept back, or what is worse, pupils crowded to higher grades before they are prepared.

After carefully considering the question and recording practical observations and experiments extending through several years, I have become convinced that the best plan for conducting the schools in a city is to divide the pupils into four grades, subdividing these grades into classes, so nearly alike that the pupils can be promoted whenever in the judgment of the teachers they are prepared.

Since our school system as it exists to-day seems to be somewhat misunderstood, I will give a brief resume of it in its actual workings. The schools are divided into primary, intermediate, advanced and academic grades.

PRIMARY GRADE.

The primary grade is subdivided for convenience into four classes, designated A, B, C and D. While each of these classes has distinct studies, the transition from one to another is so slight that when a pupil becomes able to accomplish more than the required amount of work he is immediately transferred to the next higher class. We thus secure the benefit of thorough classification and gradation without at the same time ignoring and destroying the individuality of the pupils, as would be the case were arbitrary inflexible grades established. An accurate calculation of the time required to complete this, as well as all other grades, ascertained by examining the record of each pupil as found in the register of the several schools, is here subjoined.

Four hundred and fifty-six pupils, of ages ranging from seven to fourteen years, were transferred from the primary to the intermediate grades at the close of the school year. Eight had just completed their first year in school. The oldest was fourteen. The age of the largest number transferred, 153, was eight years. The average of all the pupils transferred was 8.85 years. The average time for completing the grade was 2.85 years. Three years is about the time necessary for the ordinary pupil to complete this grade.

INTERMEDIATE GRADE.

In the intermediate departments, again pursuing the same plan of classification, pupils are advanced whenever they give evidence of ability to perform more work, although regular promotions are made only at the beginning of the school year. The whole number transferred from the intermediate schools to the advanced school was 352. The ages of the pupils ranged from eight to seventeen years. The greatest number, 126, or nearly one-third of the entire number, were eleven years old. The average age was 11.78 years, showing that the time spent in this grade is about three years.

The older scholars of a class are not in every case the dullest. Some have been detained from school by force of circumstances, during a large part of their course, and owe their present low standing almost entirely to poverty or ill health. Again, there are always in every school pupils who, though possessing vigorous, well-balanced minds, are lacking in that quickness of apprehension and grasp of memory which we too frequently, but erroneously, consider the essential characteristics of the so-called "good scholar." Samuel Johnson was slow, coarse and dull, as a boy. Swift obtained his degree from Trinity College *speciati gratia*, and Webster ranked, in the little country school where he spent his boyhood, only among the mediun. It should be the aim of school organizers, teachers

and parents to provide for these slowly-developing minds, to foster, encourage and stimulate them, and, above all, to allow them time to master each department of education as it is in turn presented before them.

ADVANCED SCHOOL.

In the advanced school there are four divisions or classes, so arranged that pupils can at any time, at the option of the teachers and the Superintendent, be transferred from the third to the second department, or from the second to the first division or class of the first department. The studies of the first department are of a higher grade than those of the other two, hence the difficulty of promoting to this, except at the commencement of the year. There were sixty-nine pupils transferred from this school to the academy at the close of the school year, ranging in age from 13 to 18 years. Many pupils pass through this school in two years, although the average time is three.

ACADEMY.

Pupils who desire a thorough classical education, preparing them for entrance into any college in the country, are obliged to remain four years in the academy, that is, to spend one year in each grade. The studies of each year are necessarily so far in advance of those of the preceding that it is impossible to make promotion, except at the beginning of the year.

For the benefit of those whose circumstances render it impossible to complete the full course, being obliged to relinquish it without hope of a certificate, greatly to their own discouragement, the board of education has established a two years' course, whereby such pupils can obtain a fair knowledge of the common and several of the most important higher English branches, as well as one or more of the modern or classic languages, receiving at the close the certificate of the shorter academic course. This is so arranged as not to interfere with the regular four years curriculum, but is precisely the same so far as it goes, thus enabling the pupils who enter upon the one to continue in the other, if they choose, without repetition, delay or jar.

If my words have the power of influencing any who are still in doubt as to their academic education, let me earnestly urge all such to decide in favor of thorough mental culture, at no matter what expenditure of time or money, thinking nothing wasted which tends to the promotion of well-disciplined, refined and manly character.

It will thus be seen that if every scholar who enters our schools should graduate, the average time occupied, including the shorter course in the academy, would be eleven years, and thirteen with the full course. Thus at the early age of nineteen he possesses a better education than in former years would have been afforded by many

colleges in the country. A large majority of the graduates, however, traverse the prescribed course in much less than the time specified. I find that the average age of graduates for the past five years is less than eighteen, and some indeed have graduated at fifteen, having completed the entire course in nine years. However much applause such precocious scholars may win, and however anxious parents may be that their sons be fitted to commence the duties of life as early as possible, I deem it my imperative duty to raise a warning voice against the pernicious practice, unhappily common at the present day, of urging children too rapidly forward in their studies, not regarding swift promotion as the only evidence of successful effort. The most thorough, reliable students are those of maturity sufficient to comprehend and assimilate the subjects presented for investigation. What can the ordinary child of thirteen be benefited by the study of quadratic equations beyond the mere discipline of the memory? Or how can he appropriate the various subtle propositions and trains of reasoning of Mental Philosophy or Geometry? The effect is only to bewilder and dishearten. Present the same subjects to the older, well-drilled mind, and it seizes upon them with delight, finds in them congenial food for reflection and growth, and stores them away for future use in mental and moral combats in the arena of the intellectual world.

Another reason for deliberation in the education of children is the delicate health incident to that age. Many a promising scholar has fallen into an untimely grave because his constitution, not yet firm and matured, would not bear the strain of an unduly active, overtaxed mind. Better three or four years more in the school course than ruined health, a shattered mind, or an early death. A course of education should never be too comprehensive or diffuse. A scattering fire conquers no enemy, material or spiritual. Nor yet should it be narrow, limited, unserviceable.

Dr. Samuel Elliot, in his very able report of the Boston schools, well says: "If a scheme is too limited; if it admits but few studies, and but small portions of these few; if it is shorn of time, means and resources, then the education given under it will be limited, no matter how competent the teacher or diligent the pupils. If we insist upon forming our lines in an alley, when they need open ground, their movements must be ineffective. To free the schools from some of these failures, it may be wise to give them more room in some direction, and let them outgrow all narrowness." Again he says: "To fill or try to fill a course too full, results in emptying rather than filling it. One fact pushes out another; one study renders another fruitless, and when the end is reached it is like a desert. If this were all, it would be bad enough, but there is something worse. The minds of those employed upon such work are necessarily treated as if they were physical, not intellectual, and so jammed and strained are they in most cases as to lose their elasticity, almost their vitality. Cramming never was and never will be educating. If educating is drawing out, cramming is driving in; if

the one means bringing up or nurturing, the other means pressing down or stinting — always opposite. Cramming asks how much? How soon? Educating, How well? How long? Cramming cares nothing for teacher or scholar, but only for the school or system. Educating makes every thing of the teacher and scholar, and leaves the school, if it can be spoken of as a separate object, and the system very much to themselves, sure they will be right if the teacher and the scholar are."

I am confident too much attention has been given to system, and too little to education in the broad sense of the term. Fortunately a reaction is taking place, and boards of education are striving to make the system a secondary matter, only rigid enough to prescribe the work that teachers are expected to accomplish. Then they remove further restraints and allow instructors to deal with the young minds placed in their care as circumstances seem to demand; always remembering that as no two human beings are constituted alike, pupils cannot be treated as if they were mere machines.

After studying the schools of the cities in this and other States, and after carefully noting our own educational necessities, I am confident that there is no other system which, in the main, will meet the wants as well as that now in operation in this city. It is economical, comprehensive, thorough and at the same time flexible. It gives patient, thorough instruction to the slow, and insures speedy promotion to the brilliant pupil. It provides constantly varying methods of instruction and government, by bringing the classes in rapid succession, under the charge of different teachers, that they may enjoy the benefits of diverse and comprehensive personal influence. It enjoys the services of well-trained, earnest, conscientious teachers, chosen largely from our own residents, and thus able to comprehend the requirements of the children with whom they have to deal; and finally it has the essential merit of age and stability, being the outcome of long years of careful trial and constant labor. It was called into being by the most prudent, intellectual and cultivated men of Utica, some of them long since passed away, and has been maintained with honor and success by our citizens up to this hour. Then let it continue for a full measure of years, ever growing better, ever diffusing its refining, ennobling influences, the bulwark of our municipal institutions, benevolent, social and political, and the glory of our city.

SPECIAL STUDIES.

It has been established by long experience and by numerous experiments, that penmanship, music and drawing is much more successfully taught by teachers who have received a special education for their duties.

Penmanship.

In accordance with a custom of many years' duration, the instruction in penmanship is confided to the care of a professional teacher.

This plan, it is believed, secures greater uniformity, better and more rapid proficiency, and a clearer style of penmanship than the method of intrusting the work to the teachers of the several schools.

While the teachers in all the grades write a handsome hand, yet no two write alike, and consequently as a pupil passes from one grade to another there will be a constant change in the practical part of his instruction, that would of course interfere very materially with his successful advancement. By continuing under the instruction of the same teacher from the lowest primary class through all the grades, a uniformity of hand is continued and much more rapid progress is made, as a pupil will, and ought to copy after his teacher. After giving the subject careful study, I am confident the true manner of teaching penmanship is by a live, well-qualified instructor, that will analyze every principle of the letter to be made, and show the pupil how to make it, instead of asking the pupil to try to imitate the stiff steel engraved copies found in copy books.

Writing was formerly taught in the Intermediate and Advanced grades only. The pupils in the lowest primary classes commence by making simple principles on their slates. In the B and A primary classes, the pupils commence writing with lead pencils in books made especially for their use, these books being ruled perpendicularly as well as horizontally, so as to give the width, height and slant to each principle, letter or word. These books can be used for fine as well as coarse handwriting, hence when a pupil has acquired the necessary training and scope, he can, without extra expense for a book, change to fine handwriting. This book is also used by the D class in the Intermediate grade, where the pupils are permitted to use pen and ink for the first time. In the C class in the Intermediate grade, the perpendicular lines are omitted, the horizontal lines being still retained. All the higher classes use the common ruling only. Books for the lower grades are ruled in the manner described to keep the children from contracting the small, cramped, irregular hand formerly so prevalent. They are now obliged to commence and end each principle or word at a certain point. This plan also assists in giving regularity, and a practical knowledge of the relative height of all the letters. In the Advanced School and the Academy, pupils write on slips of paper, kept in envelopes especially prepared for the purpose. This course is preferable for several reasons; the books are much more convenient in form, less expensive, and the teacher can take only the slip written upon for examination and correction, instead of being obliged to take the entire book. In these grades considerable attention is given to instruction in general writing, such as business forms, notes, etc.

The system of penmanship, now so successful in the schools, was invented and adapted to the several grades by Miss Fanny E. Newland, the present faithful teacher of this important branch in a common school education.

As I have stated in a former report, this method is purely analytical, and is the only one truly scientific in principle and practical

in application. Following this plan, the teacher first places the copy upon the board, analyzing each letter and word, and giving such other explanations as may be necessary. Each pupil is then required to write the copy in accordance with these instructions, on "practice papers" ruled and spaced to correspond in grade with his book. When, after personal inspection, the teacher decides that the writing accords with the instruction given, the pupil is permitted to write the copy in his book. This plan works admirably, especially in the lower classes, where the use of practice papers prevents the nervousness that most pupils feel when writing the copy the first time in their books. Nervousness is, of itself, sufficient to cause failure in the first attempt — it discourages the writer, and the appearance of the whole page suffers in consequence. It is a restraint upon the careless, and those who do not realize that "quality is better than quantity." It also makes them feel the importance of conquering each lesson, and acts as an incentive to greater effort.

The progress of the pupils in penmanship during the year has been marked and satisfactory, and fully justifies the utility of the course adopted. The books exhibit not only regular improvement, but many of them excellent proficiency, and may be taken as models of clear, legible and often elegant penmanship, and always noticeable for the free, flowing style which the "combined" movement invariably gives.

DRAWING.

Finding with drawing as well as with writing, but little progress can be made by a pupil in attempting to copy fixed lessons from a book without the help and stimulus of a practical teacher who is a perfect master of his work, drawing is confided to the exclusive care of a teacher employed for the purpose. The progress of the pupils under this arrangement is both satisfactory and encouraging, and as I believe fully justifies the necessary expenditure involved.

Drawing as well as writing is now taught in all the classes in our schools. Beginning in the lowest primary grade with the simple principles, in which straight lines only are used, and continuing to progress from grade to grade until the pupil has a fair knowledge of inventive, mechanical and prospective drawing; giving him in after life if he becomes a mechanic, architect or engineer, in the outset, special advantages. If a mechanic, and to his active brain improvements in existing methods or new plans of labor suggest themselves, he has but to test their value by models and appliances fashioned in accordance with his own thought, by his own practiced eye and skilled hand, with reserved ability to change, modify and adjust as circumstances may require; and so he becomes the living power, and not merely labor's drudge.

It gives me great pleasure to state that the specimens of drawing taken from the ordinary daily work in the several departments of our schools and exhibited at the annual meeting of the State

Teachers' Association, held at Albany last summer, were very creditable. Prof. Jas. Johannot, who was chairman of committee on drawing, gives the Utica schools great praise for, as he says, "their truly ineritorious exhibition. In the primary department the display from the Utica schools was the best and most varied, and in all grades was very creditable."

MUSIC.

Music is now considered of so much importance that it has been placed in the curriculum of studies in all first-class schools in this country and in Europe. It was first introduced into the schools of this city in 1845, and was taught more as a recreation or relief from the monotony of school routine, than as a science. For several years past music has been incorporated into all the grades of our system on a plan peculiarly our own, and especially adapted to our schools, and is taught in the same thorough manner as all other studies; beginning with the pupils in the lowest primary grade, where they are taught to read plain music in the natural scale, and continuing in regular gradation through all the classes, until they are able to read ordinary music written in the various keys. The large number of the patrons of the schools who attended our Spring examinations, expressed their astonishment and pleasure at the readiness with which the pupils read music at sight, especially in the primary grades, where children would read lessons in music which they had never seen before, with apparently as much ease as they would read their ordinary reading lessons in the primer.

The same examination of classes is now required in this branch as in all others, and is designed to be as thorough and systematic, and it gives me pleasure to say is quite as satisfactory.

LIBRARY.

Since my last report the city library has been removed into the new library building on Elizabeth street. The building fully answers the purposes for which it was erected, and calls forth only words of commendation from all who have inspected it. One of the most important features of the building is the public reading room. There are now in the library nearly 1,000 volumes of books of reference; these books, for obvious reasons, cannot be placed in the circulating library, and have heretofore been almost useless for want of a room in which they could be consulted. It is intended to supply the room with the daily papers of this and other cities, as well as the leading magazines and reviews of the country. In fact no pains will be spared to make this room one of the most attractive and pleasant places of resort in the city. This reference room will be open daily, from nine o'clock to twelve mornings; from two to five in the afternoon, and from seven to nine in the evening.

By permission of the board of school commissioners, the Oneida Historical Society will also occupy this room, and furnish it with

glass cases, in which will be placed their rare and varied collections, thus making the room still more attractive to the visitors.

In the second story of the building is a handsome hall with accommodations for seating 400 persons, and is for the exclusive use of the public schools and the patrons of the library. It is hoped that a series of lectures on mechanical and scientific subjects may be given in this hall during the ensuing winter months.

There are now in the library 6,527 volumes. In selecting these books great pains have been taken to consult the wishes of the patrons of the library; the librarian requesting them to leave with him a list of such books as they would like to read. A public library patronized by all classes of people must necessarily consist of a variety of reading matter, else it will fail of its desired effect. While we all have a right to our own views in regard to the kind of reading that would be the most useful to a community, yet we have no right to say that the taste of other supporters of the library should not be consulted and respected, so long as that taste does not conflict with the promulgation of good morals and sound views.

The library is open daily from 9 to 12 A. M., 2 to 5 P. M., and 6 to 8 o'clock in the evening.

TEACHERS.

Whatever of success has attended the administration of our schools is owing in a large measure to the faithful services of the very efficient corps of teachers employed. No system of education will be permanently efficacious and prosperous without the support of teachers who have acquired, by means of long continued investigation and study, mental and moral culture, together with that broad scope of mind indispensable to the successful prosecution of any literary undertaking. Consequently the action of the board of education in securing teachers of culture and refinement for the primary as well as higher departments is truly commendable. The widespread idea that any one who can read and write is qualified for teaching primary schools is a very erroneous one. In these departments children receive their first and most lasting impressions, for it is generally conceded that during the first ten years of life the mind is more receptive than at any subsequent period. Now, also, instruction must be given not only in the prescribed elementary branches, but in the methods and processes of study itself, of which the young learner is entirely ignorant. To overcome the natural repugnance of children to school discipline and to interest them in literary pursuits, in short to launch them successfully and happily on an educational career, all this requires tact and skill, the rich outgrowth of a long and varied experience in the class room, or the result of thorough and liberal mental discipline. If obliged to employ untried and presumably uncultured teachers, I should certainly place them in the higher grades, where pupils, if they have been well drilled in the lower classes, can make at least tolerable progress independent of a teacher's assistance, rely-

ing on the aid of the clear practical text-books of the present day; but a little child just entering school receives positive injury when placed in the care of an unskillful teacher, as he has no previous experience and no outside aid.

I take the liberty of quoting in substantiation of the preceding statements, the following extract from a writer of high repute in educational circles: "How it ever came to pass, or how, having come to pass, it has since been tolerated, that primary teachers should be thought worth less than others, or that their pupils should be thought as well off with inferior as with superior instruction, seems difficult to explain. Of this we may be as sure as we can be of any thing, that we must choose our primary teachers from the very best candidates who offer themselves — the best in culture, the best in skill, and when we have chosen them, honor them as their high calling merits, until the whole community appreciates how sacred a charge is that of the little children."

Again, in speaking of teachers generally, he says: "Let me add something in favor of wise expenditures, more economical in many circumstances than any retrenchments. Such, I think, are the salaries of our teachers, which, instead of being the first expenses to be cut down, ought to be the very last. We can get on without vast buildings or materials; we can wait for better times to fill our libraries or our collections, but we must have men and women whom nature as well as training has made teachers; we must have the heads and the hearts that are not found wherever we seek them; we must have the personal force which is beyond all other forces, in earth as well as heaven. If every thing else were sold that we might have these treasures, they would not cost too dear. Economy beginning with them is not economy, but wastefulness."

The teacher's duties by no means end with the close of the afternoon session. After the wearisome, exhaustive labors of the day, which, no doubt, have taxed every muscle and strained every nerve, the teacher enters in the evening upon a tedious round of composition and exercise correction, in which the papers must be carefully examined that no slightest error escape detection, and this without reference to the size of the class or the frequency of such duties. Very few, even of the most interested patrons, realize how much the efficiency and thoroughness of the schools are dependent on these numerous written reviews, examinations and class exercises, the entire correction and revision of which are to be accomplished by the teacher out of school. All classes perhaps, without exception, have members who, by reason of frequent absence, ill-health, or natural dullness, are not able to accomplish the amount of work required without extra effort and assistance. And this assistance the teacher must render privately, either at recess or after school, at the expense of much needed but seldom enjoyed moments of relaxation and rest. The public exhibitions and concerts so highly

appreciated and largely attended by our citizens, as well as the frequent rhetorical exercises, are prepared by the teachers, with great care and labor, out of school hours.

A great amount of clerical work falls to the lot of every teacher, such as making out quarterly reports and schedules, filling individual reports, averaging the age, standing, and attendance of pupils, serving notices of absence on parents, and much more of the same character. I venture to assert that but few departments of business require more anxious, perplexing attention, involve more responsibility or demand more hours of labor than teaching. In addition to performing faithfully the prescribed duties, the teachers have devoted much time, care and money to beautifying their school-rooms. The walls are hung with pictures and mottoes, while in many instances graceful busts and statuettes adorning numerous brackets, impart an air of refinement and culture, heightened by the blooming fragrance of beautiful plants, shrubs and vines which every where abound. Thus many of our school-rooms present the appearance of cheerful, refined homes, and as such exert a purifying, refining influence, whose results for good in after life will be invaluable. So in addition to the requirement of solid education, the pupils are enjoying an esthetic culture, very rarely obtained in youth, although exceedingly valuable then.

There are now fourteen pianos, valued at \$4,000, in the several school-rooms, obtained by means of the subscription paper or through the agency of exhibitions and concerts arranged and carried into effect by the teachers. You may rest assured that the teachers are earnestly and faithfully devoting their time and energies to the best interests of the schools and deserve hearty sympathy and encouragement in their difficult and often perplexing duties.

Respectfully submitted,

ANDREW McMILLAN,
Superintendent.

ORANGE COUNTY—SECOND DISTRICT.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction:

SIR.—In compliance with the request contained in your circular of November 24th, I beg leave to submit the following report of the condition of the schools under my jurisdiction.

Entering upon the duties of my office on the first day of January, 1879, I found my district to consist of a very large extent of territory (11 towns), and my acquaintance with the routes being very slight, I have not been able to do as much as I would like to have done to improve the condition of the schools, but have made a

beginning, and I hope that some good may be the result of my efforts.

One of the worst features I found was the diversity of the text-books in the same school, and the inability of the teacher to have them uniform. Even where the district, in 1877, had adopted a series of text-books, the parents of the pupils were very strenuously opposed to changing the books already on hand, and in some cases the books used had done service for two generations. This obliges the teacher to conduct several recitations of the same grade. In many cases this difficulty is obviated by preparing questions for the recitation, and this is now made available by the many processes for copying. But some teachers will not consent to perform this extra labor.

An effort was made to exclude from the profession those who would not make a special preparation for the work of teaching, but so far the effort has been only partially successful, as trustees will hire teachers without examining as to whether they are licensed or not, and in some cases they have hired those they knew were not licensed.

Another difficulty I find in securing the employment of good teachers is the unwillingness to pay adequate wages. Trustees are very apt to say and feel that they have a very small school and can only pay low wages. The range of wages being, in most of the rural districts, from two to five dollars per week, while the price of board has not been lowered in proportion. Many of the larger schools that have heretofore paid as high as twenty dollars per week are now paying only ten.

But, fortunately, the above remarks do not apply to all, nor even a majority of the schools in this district. In some localities there is a growing interest in the progress of good, sound education. Good, well-qualified and successful teachers are retained, and the trustees evince a desire to make every thing pleasant and comfortable for teacher and pupils. In district No. 18 of Warwick, an old rookery of a school-house has given place to an elegant and commodious brick building, while in No. 1 of Goshen there has been erected a very tasteful and convenient frame building; and in No. 3, Wawayanda, the school building has been thoroughly remodeled and is now as good as new. In district No. 11 of Walkill, the school-house, very old and unsightly, was lately destroyed by fire, and the inhabitants are now proceeding with dispatch to erect a new and comfortable one in its place. I am convinced that the feeling in favor of comfortable and well-arranged school-rooms is rapidly gaining ground, and I hope the time is not far distant when every district will own a building that will be an ornament and an honor.

The annual Teachers' Institute, for this county, was held at Monroe, in August. The exercises were of the most practical kind, and were of great benefit to the few who attended. There does not seem to be interest enough shown by the teachers in these valuable

helps to them, and I cannot account for it except on the ground of indifference.

With many thanks for your valuable advice and suggestions, I remain,

Your obedient servant,

THOMAS S. HULSE,
School Commissioner.

WESTTOWN, N. Y., December 6, 1879.

OTSEGO COUNTY — SECOND DISTRICT.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction:

SIR.— In compliance with your request, I submit the following:

Statistics in relation to the schools in this district being contained in the abstract of trustees' reports, I will spend no more time upon them.

When I assumed the duties of the office I found many things which, in my opinion, needed changing. There were many old and uncomfortable buildings, several of which have been removed and new ones built, while other districts are preparing to build in the spring.

There were too many holding licenses. So many that there was strife for place, at the detriment of the schools. The standard of qualification has been raised and the number of licenses reduced as far as I deemed it practicable at present. There is a large number of three years' licenses in force, many of which reach nearly over my term. These are a serious hindrance to my work.

The Teachers' Institute, held at Oneonta in September, was one of the largest ever held in the county. The teachers worked faithfully and earnestly. The instructors did their work well.

Our "district associations" are well attended, and there seems to be a growing life and zeal among the teachers. The young teachers are more enthusiastic and generally do better work than the older ones. They are more willing to listen to advice and accept improvements. There is a class of teachers whom the law compels me to license, but who do not keep along with the progressive movement of the time. They retard the advancement to quite an extent.

It is impossible, with the large number of schools in the district, to supervise as it should be; I am using all my time, but that is far from being satisfactory. Many of the trustees do not look at the schools and seem to have no care for their welfare. A change in the system of local supervision is desired.

The schools in the villages with the academies and union schools are doing a good work: they have built up a public sentiment which

sustains them and which, I hope, will spread throughout all the districts.

With much respect, your obedient servant,

A. G. MILLER,

School Commissioner.

LAURENS, N. Y., December 15, 1879.

QUEENS COUNTY — FIRST DISTRICT.

HON. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR. — I respectfully submit the following special report in response to a circular letter recently received from you.

As this is the first year of my term of office, I am not prepared to say that the schools in my district are or are not in a more flourishing condition than formerly, but I have every reason for believing that they never were more prosperous than they are at the present time.

The schools generally are good and the teachers qualified for their work ; either by Normal training or experience, or both, the average experience of the teachers of this county being seven years.

During the past year only eight *inexperienced* teachers have been admitted to the schools in this district.

As far as possible I *check their* ambition in that direction, especially where they, or their short-sighted parents or trustees would favor their teaching *at home*, where they have been associated as pupils with those whom they expect to teach and govern, where in almost every instance they have prejudices to contend against from the beginning — where in nine cases out of ten they are not as successful as they might have been elsewhere, and having failed or partly failed it is impossible to remove them by *local legislation* without bitter dissensions. The commissioner does not feel justified in interfering, except in extreme cases, and the result generally is that they "*hang on*" and the school suffers until matrimony comes to the relief.

Unlike very many counties the inducements offered here are sufficient to warrant thorough preparation on the part of the teacher.

First, they receive a reasonable compensation for their services.

The average salary for males is about \$800, and for females about \$400 per year, of from forty to forty-four weeks — being a reduction of about ten per cent within the past five years — while some trustees have unwisely reduced from twenty to twenty-five per cent.

The second inducement is permanency of situation to those who are successful. We have none of those frequent changes or "semi-annual migrations" which are so thoroughly appreciated by teachers in rural districts — neither is there a single opportunity for a teach-

or to indulge in that "primeval pasture" *boarding around* the *variety* and *changing scenes* of which come vividly to my mind as I recall my early experience in Central New York.

But even here we have our *crosses*. This section of the country is infested at *irregular intervals*—by a species of bipeds, commonly known as "*educational tramps*."—I mean those men and women who, having tried their skill repeatedly and failed, visit trustees, even where there is no vacancy and offer to teach a "first class" school for a *very small salary*.

Among their ranks may sometimes be seen bankrupt lawyers, doctors and business men, who, without any special preparation, are willing to step into the best situations and make an "honest living."

Also occasionally a young man who is fitting himself for the pulpit or bar, or the practice of medicine, *will accept* a position for a *year or two*.

All these things have a tendency to crowd down wages, and discourage *real* teachers, for although, as a rule, our trustees are superior men, and some of them *even devote a portion* of their time to *visiting their schools*, yet there are some who cannot resist the temptation to employ "superior talent" at "reduced wages," who know just how much talent and education is required in *their* district, or who are anxious to "locate" some particular friend or relative—with occasionally one who would raise the salary or employ another teacher for a *percentage* of the *income*.

Again some trustees take so lively an interest in the details of discipline and methods in their school, that they direct teachers what *not* to do, but fail to assist them by giving any *positive* directions that are wise or practical, which "facts and reflections" lead me to the belief that the duties of trustees ought to be amended, or the office abolished.

I believe also that certain *educational qualifications* and *modern experience* in teaching should be demanded of every candidate for the office of school commissioner, and that more power should be conferred upon the office; but that all *permanent* licenses of every grade should come from the State Department; which Department I think might very properly consist of a State Board (of men more modern than some of our Regents), with the State Superintendent as its President.

The Teachers' Institute for this county was held at Jamaica in May last, with Professors Johonnot and Kennedy as instructors.

All the schools in my district, except the one at College Point, were closed. The attendance and interest were unprecedented, and the teachers are unanimously in favor of securing the same instructors for next year.

During the next session of the Teachers' Institute, we shall (with your permission) set apart one day as "*trustees' day*," and we hope that on that day at least you may be with us. We shall also

endeavor to have our "Teachers' Association" changed to "Teachers and Trustees' Association," hoping thereby to secure the co-operation of school officers, and maintain a common interest and sympathy in school work.

The most prominent work of our Teachers' Association for the past two years has been to organize and support an *educational department at the county fair*, in which are exhibited general and special school work, and work done in competition for individual prizes.

The Agricultural Society heartily seconds every effort that we put forth. And we hope that, with such improvements as experience may suggest, it will become a permanent feature of the fair, and a lasting benefit to the schools of the county. Nearly all of the school-houses in the district are in good condition, the most of them having been rebuilt within the past ten or fifteen years.

There are in the district five union free schools, organized under the general law, and five organized by special acts.

The teachers' class at the Flushing High School under the instruction of Superintendent Williams, a Normal graduate, is doing good work, and I assist as far as possible in sustaining it, but it is not sufficient; we very much need a Normal School on Long Island. There are employed (outside the city of Brooklyn) 533 teachers, and allowing seven years as the average term of service, we need an annual supply of seventy-five recruits, which number exceeds by one-half the number of graduates in 1878 from any one Normal School in the State, except the one at Oswego. We hope to see some effort put forth during the next session of the legislature toward locating one in Queens or Suffolk county.

The "compulsory act" is a "dead letter"; the "text-book" regulation a failure, and the arrangement for holding the election of officers in certain districts in the day time, is so objectionable that an effort will be made to have Queens county exempted.

To avoid confusion in registers, reports and teachers' engagements, I think the school year should begin September 1st.

The "township system" would not be objectionable if each district were to have one trustee and the trustees of a town were to constitute a town board.

Our schools would be much better than they are now, if the present school laws were executed in letter and spirit, but there is a very great need for wise legislation, especially in the direction of some system of thorough, intelligent supervision.

Respectfully submitted,

C. E. SURDAM,

School Commissioner.

PORT WASHINGTON, L. I., December 19, 1879.

TWENTY-SIXTH ANNUAL REPORT OF THE
RENSSELAER COUNTY—FIRST DISTRICT.

HON. NEIL GILMOUR,

Superintendent of Public Instruction:

SIR.—In response to your request, I submit the following report in relation to the common schools of this commission district.

For details as to number of children, average attendance, etc., I respectfully refer you to the abstract from trustees' report, already forwarded to the Department.

This district embraces a large area of territory, and several of the towns being rugged and mountainous, has aptly been named the "Switzerland of Rensselaer county."

My whole time has been occupied with school matters, visiting districts, advising and counseling trustees, holding examinations and making the necessary reports.

I have much to commend, and also many things that I would be glad to see remodeled. My first effort was to raise the grade for certificates. I found many young girls and boys with scarcely any experience, and but little technical knowledge, teaching under first grade licenses. This I consider an injustice to our really good and experienced teachers, and in a number of cases ordered an examination, and on such examination have found it necessary to revoke a large number of first grade certificates, giving the holder only third grade; and in some instances have found them entirely unworthy of any.

The result has been beneficial. Many incompetents have voluntarily quit teaching, not daring to risk an examination, while others seeing their deficiency are attending school determined to succeed.

Since January, I have renewed and granted in all 67 third grade certificates, 28 second grade, and 4 first grade, and have revoked since then 22 first grade and 19 second grade.

I am quite certain that I have committed some errors in granting certificates; that incompetents are now teaching under my license, but in this I hope to improve. The whole matter of third grade certificates is a snare and a delusion. Through them backward schools are held in bondage, and the only relief I know is an emancipation proclamation forbidding any more to be given.

We have a fair proportion of good school-houses, but a large number can be called school-houses only by courtesy or by custom as the external and internal evidence of their having been has long since departed. They are relics of the Azoic time of education. Most of these stand in the highway or on some rocky ledge, with the road for a playground, and not a tree nor shrub around to break the wearisome monotony, their dilapidation and decay furnishing an index to the intelligence of the neighborhood.

I have used reason, argument and ridicule with the trustees of such districts, and in many cases have been promised that something shall be done to remedy the defects.

As times have been hard and industries so much depressed, and many school districts with only three to six thousand dollars assessable property, I have thought it a hardship to condemn and order new buildings; but as the outlook in business seems more prosperous, I am certain we shall improve in this matter hereafter. In school apparatus and school furniture, our districts are very deficient. In some places an old useless black-board and some slab seats were the only thing found in the school-room. I have advised and directed the correction of these wants, and shall continue to do so until all districts are so supplied that teachers may have some help to teaching besides the dry journal recitation of days gone by.

The text-book law has become not only a failure but a nuisance. It has failed of its purpose, if it had a purpose outside of benefiting a few publishing houses and mendacious book agents. Without advice from any one having authority, districts selected this or that set of text-books, according as the agents were able to buy up the men having influence; the result was, one district adopted one kind, an adjoining district a different set, another adjoining district a third set.

Many families moving from one district to another carry with them their school books, and now so far as text-books are concerned every thing is in confusion. Some teachers use such as the scholars have, and in many instances I have found three sets of readers in all the numbers, making twelve or fifteen reading classes.

In other cases teachers refuse to use any book not adopted by the district, and many children have been barred from school on this account. In my opinion something should be done by the Legislature as a remedy.

The compulsory act is also a dead letter, trustees entirely neglecting its provisions. The law should be so amended that trustees will be compelled to enforce, or it should be stricken from the statute book.

One great detriment to the school is the false economy of our trustees. A wave of something called "reform" has passed over this county and almost overwhelmed our school.

The great boast of a trustee is, not that he has employed the best teacher and had the most successful school, but, that he has run the school district at an expense of some forty or fifty dollars less than his predecessor. Now, while economy is a most excellent thing to practice, yet, when it is practiced at the expense of a good school, it becomes morally criminal; a miserly saving of money to rear up a prodigal crop of uneducated citizens to develop into thieves and communists. Some trustees auction off the school to whomever will teach the twenty-eight weeks for the public money; others notify all applicants to appear before them on a fixed day, and the school is let to the lowest bidder, no attention being paid to qualification or fitness. In several instances this practice has come to grief by my refusal to license the *fortunate* low bidder. I think a check has been put upon this system.

Many trustees seem impressed with the idea that a twenty-eight weeks' school is sufficient, and think they have done their *full* duty when that number of weeks has been taught. I think, as a matter of justice, and as an encouragement to continue the term for more than twenty-eight weeks, the distribution of the public money for pupil quota should be changed. District No. 1 has school twenty-eight weeks; its average is, say, twenty-five. District No. 2 has school forty weeks; its average is twenty-five. No. 1 receives as much money for pupil quota as does No. 2. It appears to me this is so plainly unjust that no argument is needed to demand a change.

Another habit of economy has been in vogue in this commissioner's district, viz.: the refusal by trustees of giving teachers their time while attending the teachers' institute. The instructions printed on the covers of school registers (generally the only school law that trustees know) seemed to convey the idea that it was optional with trustees to allow or not allow teachers their time, and they have taken advantage of this doubt to practice their *economy* by not allowing. I am glad to see the State Superintendent has come to the rescue on this point, and decided that trustees have no option in the matter.

Our Institute was held at Poestenkill, commencing August 18, and continued one week. Notwithstanding the unfavorable weather at the beginning, the institute was well attended, and interest in the exercises kept up to the close. Whether we were exceedingly fortunate in instructors, or whether all are equally good, I know not, but our institute, conducted by Profs. Lantry and Pooler, was all that could be desired, except that an additional week would have been an improvement. Superintendent Gilmour visited us on Thursday and talked to the teachers on schools and school law, awakening an interest in these subjects to that extent that school journals and treatises of school law have been sought after more than ever before. That our institute was a success I am well assured by this fact: whenever I have visited a school since, conducted by a teacher who was at the institute, I found better methods of teaching, more energy and more interest displayed. I am certain the welfare of our schools depends upon our institutes. We should have them oftener, to keep the interest from flagging.

Since January last I have made one hundred and ninety official visits; each visit occupying as nearly a full half day as possible. Prior to this, visits by commissioners were few and far between; a visit of this kind was new to both teacher and scholar. It was a rare thing to find a teacher illustrating by black-board exercise or oral instruction. Object-teaching was a thing unheard of in many districts. A strict adherence to the words of the text-book was the only measure for a successful lesson. Words, and not ideas, was the rule. My first visits seemed to be an embarrassment and an intrusion. Teachers were sullen and scholars diffident.

My examinations and exercises in school have been blackboard demonstrations and oral teaching; in all things, constructive. By

this way, it seems an interest has been created, as I find now, when visiting, blackboards in daily use, and a more general discussion of ideas between teacher and scholar in connection with the daily lessons. The pupils have lost their diffidence, and take a decided interest in the general exercises.

In most cases, my name is the only one that appears on the visitors' page in the registers. The greatest interest manifested in the schools, is when the collector calls with the tax bill. I hope to do enough missionary work among the patrons of the schools to have a fair showing on the visitors' list hereafter.

My first attempts to carry out the instructions in the Code (p. 133) were a miserable failure. I notified, by postal cards, some twenty districts of the day, and invited the trustees and all interested to be present.

The result was as follows: In one case I found two trustees present; in one other case, one trustee, and not another patron of the schools. In all cases I found the scholars drilled into a state of nervousness preparatory for my visit, and not half the usual number present.

To sum up our general wants: We want better school-houses—more school apparatus—a better class of teachers generally—trustees who will do their full duty—some law that will properly regulate text-books—more institute work, and a general movement of the people in educational matters.

Our prospects look better for the future. The people are waking up. Several new school-houses are in process of erection. More are promised for next summer. Repairs are in order—shade trees talked of, and a general polishing up going on.

Our schools have started off with increased numbers in nearly every district, and so far the attendance has been excellent. Unless some wide spreading sickness sweeps through our districts we shall show a much larger increase in number of weeks taught and in average attendance, than in my last report.

Thanking the Department for many favors, I remain,

Your obedient servant,

EDWARD WAIT,

School Commissioner.

LANSINGBURGH, N. Y., Dec. 20, 1879.

RICHMOND COUNTY.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction:

SIR.—I respectfully submit my first annual report. The delay in receiving the reports from some of the districts may form an apology for the tardiness of my own.

The advantage of the present law, requiring the reports of school trustees to be sent to the town clerks, is not apparent, as no record is made of them in these offices, nor has the clerk any thing to do but to simply hand them over on demand; whereas, if they were made direct to the commissioner, much inconvenience and labor would be saved and delay avoided.

The schools in the county are doing very well, as might be reasonably expected after twelve years' careful supervision by my learned predecessor; but of the school-houses I am of opinion that but about forty per cent are fit either by location, surroundings or ventilation, for their present use; nor is it probable that parents or guardians in all cases are aware of the manner in which their children are huddled together in close, overcrowded, unhealthy apartments and forced to breathe again and again, impure and obnoxious air for five or six hours during five days of each week.

Were this fact generally known, it is likely that many of the present places called school-houses would be speedily abandoned, as they should be, and comfortable and habitable buildings erected in their stead. It would be well, perhaps, if a law were passed to prevent overcrowding of school-houses and defining the number of cubic feet of air allotted to each scholar, with a penalty attached for a violation of the same; something, at least, should be done for the relief of those who cannot help themselves.

In many instances a thermometer is unknown in our school-rooms, water is not kept on the stoves in winter, the rooms are uncomfortably hot or too cold, ventilation absent or imperfect, and the very important subject of drainage entirely overlooked; while the outbuildings are located too near the school-houses.

Of the twenty-eight districts in this county, but fifteen have their school-houses surrounded by a fence, while some of them are located on a highway, or still worse, on the corner of two noisy, dusty streets with no play-grounds attached. In no single instance is the play-ground any too large, or the surroundings too pleasant.

Four of the districts do not own their site, and in one of these about ten thousand dollars has been expended for rent, interest and repairs, during the last ten years, for the use of a structure never fit for a school-house, and to day the district does not own even a brick, whereas, by the prudent outlay of the above amount, it might have owned, free of any incumbrance whatever, one of the best school-houses. It is safe to venture the opinion that personal business would have been managed differently.

Were it possible, I would cheerfully record a better state of affairs, but as candor is not inconsistent with justice, I am forced to report this unfortunate condition of things, which official visits have brought painfully to view, and which still remain for the inspection of others.

It is by no means essential that an education should be obtained at the expense of physical discomfort or loss of health, especially where land is cheap and pure air free.

It should be the aim, as it is to the interest, of all to make school-houses and their surroundings healthy and attractive. This would naturally increase the average attendance of scholars and the apportionment of State money thereto, and would also remove at least one cause, at present assigned, of truancy; and when it is fully realized that a slight increase of school tax, properly applied, greatly decreases the amount of county house, jail and other taxes, it will be seen to be an economic measure.

Assuredly the present school tax, though less than any other, yields a far greater benefit.

District No. 2 of Southfield is now having a substantial and commodious school-house erected in a good location. District No. 3, of the same town, has voted funds for a similar purpose, as has also district No. 3 of Northfield, at which latter place the American Linoleum Co. has donated three-quarters of an acre of ground for the new school-house; which entitles that company to the thanks of the entire community. District No. 3 of Castleton has completed another addition, costing about twelve thousand dollars, to its former elegant and commodious structure, which is now estimated at a value of about sixty-five thousand dollars. Its appointments are all that could be desired for health and comfort, and it stands on a beautiful hill overlooking the bay and harbor, enhancing the value of neighboring property, itself an enduring tribute to the liberality of the inhabitants of the district, and a credit to its efficient board of trustees. District No. 1 of Middletown has purchased two additional lots of ground adjoining the school-house, which were required as a play-ground, and will prevent the erection of any structure which might be objectionable so near the school. Other districts are contemplating much needed improvements and additions, nor is it vain to hope that soon the school-houses of this county, for health, comfort and convenience, as well as attractive surroundings, will be equal to any in the State.

Our county can boast of an energetic corps of teachers, none of whom are overpaid, but who are faithfully endeavoring to bring to light the latent beauties of free education, which has no equal on the face of the globe save the kindred blessing, liberty.

Our Teachers' Institute was held April 21st last. By the continued courtesy of the board of trustees of district No. 2, of Middletown, their school-house was again used as the place of meeting. Upwards of ninety-five per cent of the teachers were present, and the week was pleasantly and profitably spent under the admirable instruction of Profs. C. T. Barnes and Jno. Kennedy, and it is hoped that these gentlemen will be present with us another year.

The presence at the institute of Hon. Neil Gilmour, Superintendent of Public Instruction, was a source of great gratification to all, and his interesting and instructive address was listened to with marked attention.

The scholars have increased in numbers during the year, and several additional teachers have been appointed in the primary department, which, as much as any other, requires competent and faithful instructors, nor can too great care be exercised in their selection or too high a grade obtained.

In some of the districts, I regret to say, the sexes are taught in separate departments. I can see no benefit from this plan.

In the church, in the home circle and in daily life the sexes mingle with mutual advantage; why then should a school of all places form a single and unfortunate exception?

The correct deportment of the girl ought to exert the same hallowed influence on the boy as that of the woman does, in after years, upon the man.

Please accept my sincere thanks for your prompt reply to my inquiries; and to the trustees and teachers, by all of whom I have been so courteously received, I desire to express my acknowledgments, as well as to Rev. Dr. Jas. Brownlee, not only for his presence and participation in our interesting institute, where he was welcomed by all, but for many personal kindnesses extended to me.

With great respect, your obedient servant,

C. HENRY KING, M. D.,

School Commissioner.

STAPLETON, N. Y., November 10, 1879.

ROCKLAND COUNTY.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR.—The statistical and financial reports have been forwarded, as requested.

The schools in this county number forty-six. Their condition is, on the whole, satisfactory. I think we are making marked improvements in educational work. Some of the old buildings are being taken down and new ones will be erected in their stead. A large proportion of our teachers are professionals, and well qualified for their work. A few of our schools make frequent changes of teachers, while in others they remain for years. A noted difference is perceptible in the progress they make in their studies. I also find that a number of the teachers are not thorough enough in the fundamental principles. Their pupils are passed over them too rapidly to higher and harder ones; and for want of experience and knowledge of these first principles, their labor is spent for naught, and they find it hard and difficult to advance their classes any further.

Our Institute was held at Spring Valley the latter part of April, conducted by Prof. Kennedy, assisted by Prof. Baldwin. In num-

bers and attention it was a success, and accounted one of the best ever held in the county.

From the commencement of my term up to the 30th September, I have held three public examinations. Twenty-five applicants presented themselves for examination. *Four* passed for the first grade; *one* passed for the second grade; *sixteen* passed for the third grade; all the others failed.

In addition to the above, I have examined twelve privately, and granted certificates according to qualifications.

For favors received, accept my hearty thanks.

Very respectfully,

WM. VAN WAGENEN,
School Commissioner.

SPRING VALLEY, N. Y., Dec. 10, 1879.

ST. LAWRENCE COUNTY — FIRST DISTRICT.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR. — At your suggestion, I would respectfully add the following to my annual abstract already forwarded.

I would suggest one of two things— either adopt the township system of supervision, and thereby obtain an efficient board of trustees for a whole town, or make it obligatory on each town clerk to examine critically every trustee's report in his town, and, if necessary, have the trustees go with the school register, and all data necessary, so he can fill every blank with correct answers. By so doing every report will reach the commissioners in every way correct. The commissioner could then make his abstract in one-half the time, and when it reaches the Department, instead of being more than half *guess work*, it would be reliable and consequently valuable.

For the time thus spent, the clerk should be allowed a reasonable compensation by his town.

We have too many *small schools*. They were once larger, but by enlarging farms, the older people remaining and the young ones moving away to procure larger and cheaper farms, the children have dwindled down to a small number.

Does not the Department have the power to fix the minimum number of pupils and daily average, with which a district shall be entitled to draw public money?

There are, in my district, an average of two districts in each town, having an average of 15 children of school age, with an average daily attendance of a little over six pupils. There is an explanation for this. The districts are so weak, they employ the cheapest teachers they can obtain. These teachers are generally young and inex-

perienced, consequently their instruction is poor and their schools will lack interest. The least pretext will be sufficient to influence the parent to permit the child to stay at home. If one man, having perhaps more than half the children in the district, happens to become dissatisfied (and such is often the case in small districts), he will take all his children out, and influence others to do the same. The result is, the daily average is reduced to less than one-half what it otherwise would be.

The State is furnishing just as large a *district quota* as it does to schools of 75 pupils, with a good daily average.

Now most of these small districts can be annulled, and the children go into adjoining districts, and not be obliged to go farther, than many in large and efficient districts.

In my visitations of the small schools, especially in summer, I find from two to six pupils in attendance. In one instance I found one sister, a mile from home, so as to be in the school-house, and *play teach*, instructing her two sisters, when they could have remained at home, and saved school-house, wood, and a mile's travel. The continuance of these schools appears to me to be simply a farce.

I am frequently importuned to grant licenses for higher grade. Some of these have ample "book knowledge," but they fail in the skill to teach. They have moral character and learning, but they fail in ability to impart or control. They can teach "bookishly" and lazily, but they have neither the disposition or power to inspire their pupils. Such teachers talk of applying for a State license, and through their book knowledge they might procure one, but, good Lord! deliver me, or my children, from being their pupils.

Some of my poorest teachers have been over the largest extent in text-books, while some of my best teachers have a fair amount of "book knowledge," good common sense, general intelligence, acquired by careful reading, observation and patient thought. They love their work and are inspired and urged on in their whole career by positive conscientiousness. They attend teachers' institutes, take educational papers and endeavor to make themselves a necessity to those wishing teachers. Some of the last mentioned teachers are working under a third or second grade license. But my eyes are upon them, and I prize their efforts, and I shall raise their grade as fast as they earn it. I do love to say "friend come up higher."

But alas! should I do my duty, some who have a large amount of self-esteem, or rely on some old certificates, or a name from having attended some noted school, should be invited "to take a lower seat."

The good and efficient school commissioner should possess all the traits of the best teacher in an eminent degree.

You will naturally infer from the above, I am not in full sympathy with the too one-sided notion that a man must be a "graduate of college, or a Normal school, or have a State license," and he only will be fit for a school commissioner.

Do not mistake me. The more scientific and literary attainments a man may have, added to the above enumerated traits, the better he is qualified to fill any position in life. I am in favor of a certain amount of "red tape," but I do like to have it smack with a little practical ring.

No man can be so well qualified to judge of the abilities of a teacher as the practical, honest and efficient school commissioner. He is continually among his teachers and all his school districts, and he looks practically at all the efforts of his teachers, as they are made manifest, both in and out of the school-room. In short, being present, he can judge of the adaptability of the teacher to all his work.

Perhaps I have dwelt too much on the dark side. There is a lighter shade.

I think I can truthfully say most of my schools are much more efficiently instructed than they were four years ago. Within that time there have been twelve new school-houses erected, and five have been extensively repaired. There have been established three graded schools, employing two teachers each; one union free school, with three teachers; one graded school, then employing three teachers now employs five, with a room for the sixth. Four years ago, I think not more than six teachers took educational papers, now more than fifty such papers are taken. Our Teachers' Institutes are attended with increasing numbers and interest, I am happy to state. The three commissioners of the county seem to have one common interest, and work harmoniously together, and I think almost universally have the friendly co-operation of teachers, parents and the friends of education generally.

I have endeavored to bestow all my time and energies for the benefit of my schools. Besides making my annual abstract, attending conventions, making apportionment of public money, altering, erecting or annulling school districts, spending a month in the fall and spring on my circuit for the examining and licensing of teachers, I have made nearly 250 school visits, generally spending a day between two schools.

Ever grateful to the Department for its friendly co-operation, to patrons for their hospitality and kindness, and to teachers for their uniform courtesy,

I am, very respectfully,

E. S. BARNES,

School Commissioner.

GOUVERNEUR, N. Y., *December 5, 1879.*

TWENTY-SIXTH ANNUAL REPORT OF THE
ST. LAWRENCE COUNTY — THIRD DISTRICT.

HON. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR.—In accordance with your request contained in circular receipt, I write you a few lines in regard to the condition and wants of the schools under my care.

The condition of our schools is not what we would like to have it. I think our village schools are improving more in proportion than our country schools, as we usually have better school-houses and better teachers in town than in country. There is also a great lack of interest in regard to schools on the part of the people. I think the last-named cause is perhaps the greatest hindrance to good schools. Many of the people care but little about our schools, and will not complain so long as they cost but little money, and school taxes are few and far between. In my commissioner district the people are building quite a number of new, pleasant school-houses, which is a step in the right direction. We want more good school-houses and a more liberal public opinion to sustain our schools and teachers. We also want more *good* teachers.

While we have plenty of teachers, we have but few really good ones, those that can do first-class work ; and we have to license those who are poorly prepared for the work in order to furnish teachers for all our schools. We want more and better opportunities for training teachers. If in the place of our county institutes we could have normal institutes, lasting five or six weeks, and some way of causing our teachers to attend, I think it would be a great help to our schools. I hope if our law-makers legislate upon the school question they will legislate wisely and well.

Respectfully yours,

L. L. GOODALE,

School Commissioner.

POTSDAM, N. Y., December 15, 1879.

ST. LAWRENCE COUNTY — OGDENSBURG.

HON. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR.—The system of graded schools was adopted here long ago, with an educational institute in which the sciences and languages were taught to an extent sufficient to prepare pupils to take up the collegiate course of study in any of the colleges of the country. But the stringency of the times and general apathy as to the need or benefit of such an institution has allowed it to gradually run down and finally close.

At present we have one grammar, three secondary, six first grade primary, six second grade primary and ten third grade primary schools, all taught by females with a single exception, requiring the employment of twenty-seven teachers, and three assistants.

The growth and progress of these schools under my supervision during the year have been generally satisfactory, and the monetary affairs of the board of education have been administered with care and economy, as shown in my annual report of September 30, 1879. The number of pupils enrolled, the average attendance and the punctuality of the same, varies but a trifle from that of last year, and whatever difference there is is on the right side, showing an increased interest in the importance of early educational training.

We owe much of the success of our schools to the very infrequent changes in our corps of teachers, and I trust the day is far distant when the excellent corps of teachers now employed shall be weakened by the loss of those whose services find a better appreciation in other places. The importance of the individual is perhaps more prominent in the teacher than almost any other avocation, and *discretion* so much needed by those who instruct children, comes only with years of study of child-life, and long and patient attention to the wonderful activity of childhood, and the laws which govern the age of early physical and mental development.

It requires full as much ability to educate the pupil *how* to study as to teach them what they should learn. To my mind this is the grand idea, the key-note so to speak, the vitality and the practical inspiration of our State Normal school system, which *teaches teachers how to teach those to be taught*. The work of the radical reformer has been accomplished since the organization of these schools. It would render a wonderful welfare to our schools, had we a statute allowing none but Normal school graduates eligible as teachers.

Reading is now accompanied by verbal and grammatical analysis, writing is pursued as an aid to composition, arithmetic and geometry demand the construction and use of diagrams, and map drawing attends the study of geography, all this under the eye and *discretion* of a skillful teacher, does away with the monotony of the old school system, and every school-room becomes an attractive and useful workshop in its better sense.

The public school, as an institution of the State, bases its claim for existence upon the fact of its essential service to the State. This service consists in the preparation of the citizen for the performance of duties inseparable from his citizenship, and so long as we live under a democratic form of government, where every individual citizen participates in the management of public affairs, so long the public school should be maintained by the State, and made progressive, to meet the wants of the time, in order to render the effects of universal suffrage tolerable. Ignorance with power leads to political confusion and anarchy — hence the necessity of an intelligent people to exercise the right to vote for or against candidates for legislators, intelligibly.

The perpetuation of our political institutions, the development of our agricultural interests, the wealth of our ores, and our commercial relations and power, all depend upon the efficiency of our common school system, to produce an intelligent and prosperous population. May the time never come when legislation shall aim to curtail the funds that should be appropriated for the support and preservation of the public schools.

N. W. HOWARD,
Superintendent.

OGDENSBURG, N. Y., *December* 10, 1879.

SCHOHARIE COUNTY — FIRST DISTRICT.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR. — In compliance with the request contained in your letter of the 24th ult., I would respectfully submit to you in addition to my statistical and financial reports heretofore made and filed in your Department, the following statements of matters pertaining to the schools under my supervision.

This commissioner district is composed of eight towns, and 114 school districts, 102 of which have their school-houses situated in this commissioner district. The school-houses are all of them frame buildings, except two, and those are built of brick. The schools are all common schools, except one, and that is a "union free school."

During the past year, in but two districts has more than one teacher been employed at the same time for 28 weeks or more. In one school district two teachers were employed during the school year at the same time, and in another six. The number of children between five and 21 years of age residing in this commissioner district on the 30th day of September last, was 5,056.

Five private schools were maintained in this district, last year, that were attended by 106 pupils.

The whole number of teachers employed in the public schools at different times during the school year was 194, of whom 82 were males and 112 were females. Of these teachers 185 were licensed by a commissioner, one by the State Superintendent, and eight were graduates of the Normal School. The whole number of pupils that attended the public schools in this district during the year was 4,084. From the foregoing figures it will be seen that about 972 children of school age did not attend the public schools during the last school year. The average daily attendance upon the schools, during the year, was 1,957, being but about one-third of the number of children of school age residing in the district. The average number of days' attendance upon

public schools of children of school age was about 67 days each. The average number of days on which school was actually taught in each of the several school districts, during the past school year, was about 163 days. The district libraries in this commissioner district contain about 4,230 volumes, valued at the sum of \$1,748. Of the 102 school districts, 53 have book-cases for their libraries, such as they are, and 49 have none.

From these facts it will be seen that the district libraries are not well filled, neither are they well kept nor cared for. In many of the districts there is no pretense of a library, and in others, the books are few in number and are nearly worn out and torn into pieces, and are kept in some dark out-of-the-way place where articles that have little care and are of no value are usually kept. Indeed, there are but very few libraries in this commissioner district that are filled with books, and cared for so as to present an attractive and interesting appearance. In most of the school districts, the library money apportioned to them is used for the payment of teachers' wages; but very little of it is used in the purchase of books. Judging from the appearance of the libraries themselves, the little interest manifested by the school officers and the inhabitants of the districts in replenishing them, and the further fact that about all the library money apportioned to the districts is used for the payment of teachers' wages, it would seem to be of but little use to apportion of the school moneys a separate fund for library purposes; but it would seem as though the whole of the school fund set apart by the State might as well be apportioned directly for the payment of teachers' wages. The school-house sites in this commissioner district are valued at the sum of \$6,967; which would make the average value of each site in the district about \$68. The school-houses and sites together are valued at \$39,045; which would make the average value of each school-house and its site about \$379. The assessed valuation of taxable property of this commissioner district is about \$3,549,994; which would make the average valuation of the taxable property of each school district about \$34,804. From these figures it will be seen that there is in this district about \$1 of school property to every \$102 of taxable property, according to the assessed valuation. A large proportion of the school districts in this district, during the past year, had but one trustee each.

Of the 102 school districts, 90 had but one trustee, two had two trustees, and ten had three trustees each. But little attention is paid to fencing in school-house sites and property. The school-houses generally stand by the side of the road; and there is but a single school-house in this district that is reported as separated from the public highway by a fence. Eighty-six school-houses are reported as having privies attached for the use of pupils; while 16 are reported as not having such a convenience.

In 79 school districts the teachers boarded around among the

patrons of the schools and the inhabitants of the districts; and in only 23 school districts they did not.

The average wages paid per week to teachers during the winter term, including board, was about \$6; and during the summer term about \$5 per week.

With but a single exception, no district had school taught therein on alternate Saturdays during the past school year.

But eight districts paid teachers wages while the teachers were attending a teachers' institute; and the whole amount of wages paid to them while so attending was but \$102.74.

The fact that so few districts paid their teachers while attending the institute, and that so small a sum of money was paid out for this purpose in this commissioner district, may be substantially accounted for in the further fact that the teachers' institute for this county was held at a time when the summer term of the schools had closed, and but few of them had opened for the winter term.

But 52 pupils under five or over 21 years of age are reported as having attended the public schools in this district during the last year.

This fact suggests the thought that if the inhabitants were as careful to keep *in* school their children that are of school age, as they are to keep *out* of the schools their children that are under or over school age, the public schools would be much larger and better sustained than they now are. But one new school-house was built in this district during the past year; and in but few school districts have repairs been made upon the school buildings to any great extent or amount.

In but two instances have I been asked by the trustees of school districts for an order to expend money in repairing the school-houses in their respective districts; and in each instance I made an order authorizing the expenditure of a sum of money not exceeding \$150. There are quite a number of school districts in which a new school-house and new outbuildings are very much needed. The buildings are old, and dilapidated to such an extent as not to be comfortable, or decent to use for school purposes, and not worth repairing. The excuse generally given for this condition of the school buildings in many districts is the financial condition of the inhabitants, and, as they say, the hard times. I am inclined to the opinion that during the coming years financial embarrassments will not be so common, and that more new school-houses will be built, and old ones repaired than have been built or repaired during the several years last past. I have heretofore, and I think I shall hereafter, take pleasure in advising the inhabitants and school officers of this commissioner district in relation to the building of new, and the repairing of the old school buildings. Any thing in this line that would contribute to the comfort of the pupils and to the prosperity of the schools would meet my cordial approval. I think that children should not be sent from new, neat, and com-

fortable homes to old, dilapidated, and uncomfortable school-rooms; but that, in regard to neatness and comfort, there should be a proper correspondence between the surroundings at home and at school. The appearance of the school-room, and its adaptation to the comfort and convenience of those who spend many of the best hours of their lives in it, have a very great influence, and make deep and lasting impressions upon the character and habits of the pupil, which are then and there being permanently formed for life.

Comfortable and pleasant surroundings do much to make the disposition pleasant and the habits good; while uncomfortable and unpleasant surroundings contribute much to sour the disposition, and to form habits that will be unprofitable and an annoyance to their possessor in after life. In a comfortable and pleasant school-room the same pupils will be more orderly, and make greater advancement in their studies; and the same teacher will be a better teacher, and teach a better school than they would or could be or do in one that is uncomfortable and unpleasant. Like the barometer, the youthful mind is very sensitive, and indicates the condition of the atmosphere which surrounds it.

The whole amount of school money apportioned by the commissioner among the several school districts composing this commissioner district, during the last school year, was \$11,898.43. The whole amount collected by tax levied by the trustees upon the inhabitants of the several districts, together with the estimated value of the teachers' board, while boarding around during the past year, was about \$14,048.68. From these figures it will be seen that the whole amount of money received from all sources, for school purposes, including the estimated value of teachers' board, during the school year ending on the 30th day of September last, in this commissioner district, was about \$25,947.11. The amount paid out for teachers' wages and for teachers' board actually paid or estimated, was, as reported by the trustees of the several school districts, \$22,476.94. The whole amount of library money apportioned among the school districts, of this commissioner district, which was expended in the purchase of books for the district libraries, was but \$14.30. But nine school districts are reported to have used the library money or any part thereof for the purpose, of replenishing their libraries.

For the purchase of school apparatus there was expended in this commissioner district the sum of \$34.57. This would be an average expenditure of about .34 for school apparatus in each school district, during the last school year. After an inspection of the apparatus in the several school-houses of this commissioner district, I incline to the opinion that a much larger sum than that above mentioned might have been expended for the purpose aforesaid with convenience to the teachers, and with great profit to the pupils in the schools.

For school-houses, sites, fences, outhouses, repairs, furniture, etc., during the last year, the sum of \$1,271.78 was expended, which

would be an average expenditure, in each school district, of about \$12.47.

An inspection of the school property of this commissioner district, I think, would convince the most skeptical that a large expenditure of money for these purposes would have been praiseworthy, and a good investment.

For all other incidental expenses during the year, there was expended the sum of \$1,731.20, which would be an average expenditure in each school district of the sum of about \$17. The amount of money reported as expended for the support of colored schools, during the last school year, was the sum of \$105. The amount of school money reported as in the hands of the trustees, unexpended, at the commencement of the last school year, in this commissioner district, was \$295.56, and the amount reported as on hand and unexpended, on the 30th day of September, 1879, the end of the school year, was the sum of \$313.32.

From the figures heretofore given in this, and also in my statistical and financial reports, it will be seen that in many of the school districts the teachers' wages are paid almost entirely out of the public money apportioned by the commissioner to such districts, and that very little money is raised by tax levied and assessed by the trustees upon the inhabitants and taxable property of the districts for the payment of teachers' wages; and perhaps I ought to add, for other school purposes also.

While I am a firm believer in economy and a judicious expenditure of money in public as well as in private affairs, and would encourage others in the belief and practice thereof, yet, I am fully persuaded that in very many districts a more liberal expenditure of money in the payment of teachers would bring to the schools a better class of teachers and a corresponding benefit to the pupils and patrons of the schools. The teacher should be paid a fair and liberal compensation for the services that he or she is competent to, and does render to the district. As with the horse, so with the teacher; in order to obtain excellent service from him he should be well cared for.

In this commissioner district but little, if any attention has been paid to the statutes of this State, commonly called "the compulsory educational acts;" indeed, I have never heard of any prosecutions under, or any attempts being made to enforce any of the provisions of these statutes in this district. The trustees of the several school districts, in their last annual reports, gave but very little and very unsatisfactory information concerning the effect and observance of these statutes in their respective districts; and I think I may say, that practically, in this commissioner district, those statutes may be regarded as "dead letters."

In the matter of text-books, most of the districts have taken steps to secure the adoption of a uniform series of books. In many of the schools one series of text-books is now in general use; where

but a short time since, a number of series of books, by different authors, were used.

In respect to text-books for use in the schools, during the past year, the people and school officers of this commissioner district have given many and strong evidences of their usual good sense and judgment. As to my own personal doings, among other things, I would submit the following statements: Between the 1st day of January, 1879, when I assumed the duties incident to the office of school commissioner of this district, and the 30th day of September last, the close of the school year, I twice canvassed the district, for the purpose of inspecting the schools therein. During the months of January, February and March, I went over the whole of my commissioner district for the purpose of visiting the schools, during the winter term; which term was well advanced in many of the schools when I came into office. I then visited 85 different schools. The remaining 17 schools in the district had closed at the time when I entered these several school districts for the purpose of visiting the schools therein. During the months of June, July, and August, I again went over the district for the purpose of inspecting the schools during the summer term. I then visited 93 different schools. The remaining nine schools in the district had closed, or were having vacations when I was at the school-houses for the purpose of inspecting the schools. The whole number of visits made by me as aforesaid is 178. During the month of March I spent one day in each town in the district, in holding a teachers' drill, or examination of candidates for license. The whole number of licenses granted by me from January 1st to September 30, 1879, was 106. The number of licenses granted by me, of the first grade, was 17; of the second grade, 55; and of the third grade, 34.

A large proportion of the teachers that were licensed by me held licenses granted to them by other commissioners. In some instances, I gave the applicant a license of a higher, and in some instances of a lower grade than he or she had received from other commissioners. From an inspection of the schools, and from information otherwise obtained, I think that I may safely assert, that with but few exceptions, and those in villages, there are a less number of children of school age, residing in the several school districts composing this commissioner district than there were years ago. In looking over the school registers, and the reports of the trustees, one could not but observe the absence of the record evidence of large families of children.

In many districts, years ago, there were several families in each school district any one of which could then furnish as many pupils as now attend the school from all the families in the district. The village school at Schoharie is the only "union free school" in this district. It has a large number of pupils; has an excellent and efficient corps of teachers, and is well sustained by the inhabitants. In the other school districts there are quite a number of very excellent schools, taught by teachers of large and varied experience and accom-

plishments. In some of the rural districts, where there are but few children of school age, and where the wages paid to teachers are very low, the teachers are not so well qualified by learning and experience, and the schools are not, therefore, so well taught and sustained as they would be under different circumstances. But, as a general rule, I think that the teachers now employed, and their manner of conducting the schools, will compare favorably with the teachers employed and the schools taught in this commissioner district in years past.

The Teachers' Institute of Schoharie county, for the year 1879, was held at Middleburgh, commencing October 20th and ending October 25th, 1879. The exercises were conducted by Profs. R. E. Post and James Johonnot, both of Ithaca, N. Y. The number of male teachers registered and in attendance at said institute was two hundred. The number of female teachers was two hundred and six. The whole number of teachers registered and in attendance during the sessions of the institute was four hundred and six. The average daily attendance of teachers was two hundred and seventy-four. The average number of terms taught by all of the teachers registered and in attendance was four. Profs. Post and Johonnot conducted the exercises in a very interesting and instructive manner, and won for themselves golden opinions from the teachers and all other persons who were present at any of the sessions of the institute. And I think that the facts, and public opinion, also, will bear me out in saying that this was the *largest, best conducted and best instructed* institute ever held in Schoharie county.

The newspapers of the county, of all shades of politics, have been kind and honorable in speaking of me and my official acts. By the teachers and school officers of the several school districts composing this commissioner district I have been treated kindly and courteously. And of the inhabitants I have only pleasant things to say. Their homes have always been open to me whenever I have sought admission, and their hospitalities liberal and freely offered. For these evidences of friendship to me, and of respect for the office which by their grace I hold, I feel that I should be unworthy of the trust reposed in me did I not, in my public as well as in my private official acts, make due acknowledgments thereof, and therefore return my sincere thanks.

In conclusion, let me say that it affords me pleasure upon this occasion, to make my grateful acknowledgments to the Department of Public Instruction for the many official courtesies, and the kind and honorable treatment which I have always received therefrom.

Very respectfully yours,

WILLIAM H. ALBRO,

School Commissioner.

MIDDLEBURGH, N. Y., December 20, 1879.

SUFFOLK COUNTY—FIRST DISTRICT.

HON. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR.—In obedience to your request, I herewith transmit the following special report which indicates what has been undertaken and what accomplished in this commissioner district for the past year.

DISTRICT LIBRARIES.

The money appropriated for the support of school libraries is a wasteful expenditure. The necessity that called them into existence is now wholly removed. In almost every district and village may be found new and wholesome books, in public libraries, readily accessible to all who may desire to peruse them. And so the appropriations for this purpose should forthwith cease, or the money should be expended in purchasing globes, maps, dictionaries, gazetteers, and whatever apparatus the recent improved methods of imparting instruction require; and when once these are put into the school-room, the teacher should be held to a strict accountability for their safe-keeping; and no day should be allowed to pass wherein they should not be properly used to aid in illustrating the various subjects taught. Economy and utility alike demand that not a single mill of the vast sums appropriated for educational purposes shall be expended without giving a full equivalent in value received. The district library is a relic of the past, its usefulness is ended, and no more money should be squandered in an effort to perpetuate its feeble existence. *Requiescat in pace!*

COMPULSORY EDUCATION.

The present compulsory educational enactment is a most miserable failure. It is not pretended to be enforced; nor can it be. It should be blotted out as speedily as possible, since it is now a fertile source of shameless falsifications and patent misrepresentations, disgraceful to the cause in whose behalf they purport to be committed. The statistics given by school officials are wholly unreliable, being simply hasty expressions of the imagination in response to interrogations demanding plain facts.

That the State has the inherent right to compel attendance at its schools admits of no more doubt than that it has the authority, which it has so long exercised, to tax the inhabitants to maintain its educational institutions for the sake of the public weal. The one follows the other as an indisputable corollary, a truism whose principles the people would rejoice to see put in practical operation. This being so, have we not men of sufficient common sense and legal acumen to so frame a law that it shall, at once, be thorough in its work, of practical utility and easy of enforcement? If not, let us heroically acknowledge that our boasted free school system is a pal-

pable misnomer—an expensive blunder, since it is totally incompetent to so train and educate our legislators, who are its recipients, as to enable them to enact laws suitable for its preservation and enforcement. Either compulsory education is practicable and possible, under State jurisdiction, or the entire system is a magnificent sham, and should be treated accordingly.

TEXT-BOOKS.

The law compelling the adoption of certain text-books without change for five years, unless by a three-fourths vote of the inhabitants at the annual meeting, is simply a transfer of evils from one hand to the other. Before its enactment the parents alone were pecuniarily affected when changes were made. Now both teachers and pupils suffer, and that, too, often quite seriously. A real thorough teacher, one who fully understands the requirements of his profession, and who knows a good book when he has examined it, is now frequently compelled to use text-books of the poorest kind, in consequence of the ignorance and stupidity of those who caused their adoption.

The evil is one requiring serious consideration for its removal, and no better remedy seems to be suggested than that presented to the State Department in my report of 1863, from which the following extract is taken:

“How frequently does it happen that a family, after having purchased the necessary supply of school books for a certain locality, are compelled, by some unforeseen event, to remove to a neighboring district where, to their utter astonishment, they find that all the books so recently purchased are wholly useless, and that new ones must again be bought. It seems to me an effectual remedy for this evil may be found by having the State prescribe the use of certain text-books which shall be uniform, either throughout its entire jurisdiction, or, at least, in every county.”

From this extract it would seem that this troublesome problem is no nearer a satisfactory solution than it was years ago. It contains equations involving the highest degrees, and may, perhaps, require the wisdom and experience of future years to demonstrate whether the results sought are determinate, or purely imaginary. The problem is clearly a stubborn one, and thrice happy shall it be for our children, and for the cause of education generally, when its successful solution shall have been accomplished.

EDUCATIONAL INTERESTS.

That there is an increasing and wholesome interest in educational affairs, in this district, is already manifest. The demand for Normal graduates is steadily growing, and the earnest desire for improved methods in imparting instruction is to be seen in almost every locality.

At the last examination for State certificates, held in Brooklyn,

from this district, three applicants, one lady and two gentlemen, presented themselves. They not only succeeded in reaching the desired end, but their papers indicated a degree of excellence in scholarship of the highest order, their average percentage being notably above that of their several successful competitors.

Eight applicants, also from this district, for admission as pupils in the State Normal Schools, were given permission to attend the same. All of them are now being thoroughly prepared for the duties and responsibilities of teachers, save one, who was compelled to return home in consequence of protracted sickness.

At my suggestion the East End Teachers' Association was organized in May last at Southold, there being a good representation of the real live teachers in attendance. The exercises were participated in by most of those present, and the session was an interesting and profitable one. A second meeting was held in November, in Mattituck, at which time the attendance was large, and many new names were enrolled on the secretary's book. Practical questions, pertaining to the best methods of presenting different subjects in the school-room, were freely discussed, and the general interest in all the points brought up for consideration plainly indicated the usefulness of the new organization. Its sessions are to be held three times yearly, and it is to be hoped that *all* the teachers will participate in its various exercises, and so reap the full benefits to be derived therefrom.

The growing demand for improved methods of teaching, the largely increased attendance at the Normal Schools, the number of applicants for State certificates, and the organization of the teachers for mutual improvement, *all* point unmistakably to the deep interest, in this district, on the part of both people and teachers, in whatever pertains to our educational progress.

THE TOWNSHIP SYSTEM.

The vigorous discussions which have taken place on the township system of conducting our schools clearly indicate defects in the present method, and a strong tendency to a change. After careful consideration and inquiry I am quite confident the annulment of the school districts would, on the part of the people, be met with a firm resistance. It is true, the ruthless hand of progress often mercilessly throws down all opposing barriers; still sometimes the sober sense of the people assumes a salutary attitude where the ancient hand-works are seriously threatened. The present population of our State were born and reared beneath the dusky shadows of the dear old "destrict school-house," and its sweet memories, and youthful incidents are as sacred to them as the affections of the heart. And so the effort to blot them out forever would be met by feelings of sympathy and tender recollections of the past, rather than by any really injurious or beneficial effects which the proposed change might incur.

It is desirable, therefore, that the end be reached by judiciously blending both systems into one. Ingraft the new idea upon the old stock ; and so, out of this natural combination evolve unity of action, harmony of purpose, and the speedy advancement of the noble cause of popular education.

The *modus operandi* need not involve any very serious difficulties. Retain intact the districts as now constituted, allowing the inhabitants thereof to annually elect a sole trustee ; these several trustees should assemble at the most accessible point, choose a chairman, and by ballot, elect a town board of education from their own organization, this board to consist of three, five or seven persons, according to the size of the town and the districts therein. Their duties and powers should be clearly defined, and sufficiently ample to enable them to organize, manage, direct and have full control of all the schools in the town. The commissioner, *ex-officio*, should be a member of these several boards within his jurisdiction ; and his powers should be so increased that no teacher could be employed without his approval save by a unanimous vote of the whole board. This plan is certainly preferable to that which would do away with the districts *in toto*, would adopt the township system as a whole, and would refer the election of the board of education to the voters assembled in their respective town meetings. Thus would all our educational interests be thrown into the political arena, to be tossed and kicked about by the caprices of whatever political faction might happen to be in the ascendancy. This is a step which no earnest educator would wish to have taken. The education of our children is of that kind of work that necessarily involves mutual interests and concessions ; and the less it can be influenced by partisan bias and political intrigue, the more successfully and hopefully can it be carried on. Our school system is now too much under the control of political leaders for its safety and healthful progress ; and a sorry day will it be for the cause of education in the Empire State, when that power shall have been augmented. Our efforts, then, should be unitedly exerted to decrease rather than to enlarge the dangers from this source.

TEACHERS' EXAMINATIONS.

Wishing to ascertain, as far as possible, the educational qualifications of the teachers under my supervision, on the 15th day of May I issued a "Programme of Time and Subjects ;" also indicating as concisely as convenient what might be expected at these examinations. The subjects as therein laid down were as follows :

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|--------------|---|-----------------------|---------------------|
| 1. Alphabet. | { | 1. Forms. | 9. Composition. |
| | | 2. Divisions. | 10. Letter Writing. |
| | | 3. Sounds. | 11. Geography. |
| | | 4. Diacritical Marks. | 12. Grammar. |
| 2. Reading. | { | 1. Accent. | 13. History. { |
| | | 2. Emphasis. | |
| | | 3. Inflection. | |
| | | 4. Pronunciation. | |
| | | | 1. Current. |
| | | | 2. Modern. |
| | | | 3. Ancient. |
| | | | 4. Sacred. |

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|----------------------------|--------------------------|
| 3. { Spelling. | 14. Civil Government. |
| { Definitions. | 15. Methods of teaching. |
| 4. Arithmetic. | 16. Physiology. |
| 5. Penmanship. | 17. Hygiene. |
| 6. Drawing. { 1. Elements. | 18. Natural Philosophy. |
| { 2. Maps. | 19. Algebra. |
| 7. Use of capital letters. | 20. Moral Philosophy. |
| 8. Punctuation. | |

The remarks and instructions contained in the circular were :

TEACHERS.—The demand for more efficient and thorough instruction is rapidly increasing. The spirit of progress has taken a firm hold on educational matters, and a decided change is manifest. The people are no longer willing that the training of their children shall be intrusted to incompetent persons. Educators, also, are fast finding out that something more than mere abstract rules, or subtile definitions, or endless pages of dry facts, is essential to prepare the young to successfully grapple with the rigid realities of life.

Common sense has long since shown that knowledge crammed miscellaneously into young minds comes forth, in future results, in the same absurd and impracticable manner. A curriculum of study, prepared simply with a view to discipline the whole mind, or to train certain faculties, with no reference to the future career of the recipient, will, I trust, ere long be exhibited only as other fossils are — as mementos of the past.

The knowledge which this busy age is reaching out after is the practical. The great problem in education to-day, seeking a speedy solution, is how to train and instruct children so that they shall know in what way to rightly use and enjoy all the wonderful sources of knowledge, which the Great Architect has scattered so bountifully around us. And how can use and enjoyment be possible where ignorance shuts out the bright light of wisdom? And how shall they learn to acquire true knowledge unless they shall have correct teaching? Evidently, not he that imparts the greatest amount of knowledge to his pupils is the most successful teacher; but he that rightly develops within them the ability to gain all kinds of knowledge, for themselves, in after years.

To meet the demand of the age our common schools must be brought to that standard of excellence which the needs of the people require. All of the essential qualifications which make the successful teacher must be rigidly insisted upon. Careful deliberation tells me of no more feasible way of improving our schools than to advise you that you must thoroughly prepare yourselves for your future work. You must become well versed in the various branches of studies indicated in this programme; you must possess either a natural, or acquired, ability to impart this knowledge; you must be good organizers and classifiers, and must possess the power to successfully govern your schools. A failure in any of these points vitiates your

work as teachers. You may have the requisite knowledge, yet what avails that, if you have no tact, or ability to impart it! You may have the proper qualifications and the ability to teach, but, if your power to govern is feeble, some of you, by sad experience, know what pitiable failures are the results. Knowledge, ability to teach, tact to classify and organize, and power to govern; *all* combine to make the true and successful instructor.

Let me urge you, then, to begin at once to study the first subject presented on this programme; and do not abate your work until you have acquired a thorough, if not a complete, knowledge of all the topics therein presented. Close application for the many weeks you have before the examinations shall take place, will enable you to become so well versed in these simple requirements that you can do justice to yourselves, credit to your commissioner, and can win the plaudits of your patrons.

Please examine carefully the following points, resting assured that they will be strictly and impartially enforced:

1. The school law says: Every commissioner shall have *power*, and it shall be his *duty to re-examine* any teacher holding his, or his predecessor's, certificate.

2. All persons intending to teach the coming year, and all teachers holding any commissioner's certificate, expired, or unexpired, of any grade, must be present at these examinations.

3. All teachers holding a certificate given by me, or by my predecessor, or by any other commissioner, are hereby notified to appear before me for re-examination, as herein specified, as their certificate will be treated as null and void after September 1, 1879.

4. Certificates will be granted after examinations, and then for proper qualifications only.

5. Do not ask the commissioner to show you any *special favor* in obtaining a certificate; all are his friends, and all shall be treated alike. Favoritism is the passport of sneaks — *manliness* the teacher's royal highway to preferment. Win your certificate by knowledge and experience, or leave the teachers' ranks, and seek other employment wherein you will be likely to do less real injury.

6. Do not stay away from these stated examinations, thinking a private one will be less difficult and thorough. The commissioner promises all such that one trial will be quite sufficient to satisfy them on that point. His efforts to improve the efficiency of teachers and to raise the standard of our schools are attended with great expense of time, money and labor. To both teachers and people he is trying to do his plain duty — and he intends you shall do yours, too.

7. Teachers! Your lesson is before you. Your commissioner only asks of you what you require of your pupils — a perfect recitation. He expects defects; but no failures. He will cheerfully aid you in every way possible, as he desires all to be successful.

C. D. ELMER,

SOUTHOLD, N. Y., May 15, 1879.

School Commissioner.

To any sensible person this would seem to be an easy and effectual way of reaching a given end. Certain attainments, on the part of teachers, were desirable; and were, therefore, required. In order that each one might have the same chance, more than three months' time was given, in which to overcome any deficiencies that might exist before the examinations were to take place. The local press, in most cases, published the whole programme; but the comments were of that nature to show clearly that the experiment must be pushed through by sheer pluck on the part of the commissioner. "Not ten per cent of the teachers can successfully pass this examination," says one of the papers. Another, under a hidden *nom de plume*, resorted vigorously to the *argumentum ad hominem*, indulging freely in personal abuse and in ridiculing the whole undertaking. Evidently the *animus* of the local press was not in the commissioner's favor.

The teachers, in the meantime, encouraged by this outside pressure, began to send in their vigorous remonstrances; but a few kind words of assurance soon made it plain to them that close application to a review of the various studies was the only sure and safe way out of the supposed difficulty. Both, orally and by letters, were they counseled that the commissioner had implicit faith in their perseverance and abilities; while they were firmly advised to be prepared to make the best possible record of their educational qualifications, when the time for trial should come; but that no favoritism would, under any circumstances, be shown.

Educational, religious and secular journals in our own State, and in others, printed the programme wholly, or in part, highly commending its spirit and methods; also strongly recommending it as a model for other commissioners and superintendents to imitate. Letters from institute conductors, and prominent educators, were received containing words of commendation and encouragement; also expressing the hope that, under no pressure or influence whatsoever, should the work as therein laid down be modified, or deviated from. The best teachers in my own district had been previously consulted, and had given their unqualified approval of the plan adopted. Thus strengthened and encouraged from these diverse sources, I felt doubly assured that the experiment was one well worthy of a fair trial.

At the appointed time, the teachers came nobly up to the task assigned them. The examinations were held at three of the most accessible places in the district. A list of printed questions had previously been prepared, with the distinct idea kept constantly in mind, that the problem for solution was, whether the teachers were really properly conversant with, or deficient in the rudiments—the fundamental principles,—of the various studies commonly required to be taught in our schools. All catch questions were studiously avoided, and, in no instance, was there any attempt, or intention, to mislead or puzzle the applicant.

It was not my design to make the examination an exhaustive one; but simply to acquire information as to the intellectual *status* of those who attempted and assumed the grave responsibility of instructing the youth of the land. The key-note to this novel departure, and, in fine, to all my efforts to make our vast educational expenditures show satisfactory and adequate results, is not to be found in sheer abstract knowledge. The principle was clearly stated to the teachers in the programme: "Not he who imparts the greatest amount of knowledge to his pupils is the most successful teacher, but he who rightly develops within them the ability to gain all kinds of knowledge for themselves in after years." It is through the *understanding* that we gain knowledge, and by making constant acquisitions thereto, we, by persistent gleaning from nature's vast store-house, come, at last, to stand in the grand vestibule of pure wisdom. The poet most truly says:

Knowledge and wisdom, far from being one,
Have oft-times no connection. Knowledge dwells
In heads replete with thoughts of other men;
Wisdom, in minds attentive to their own.
Knowledge, — a rude, unprofitable mass,
The mere materials with which wisdom builds,
Till smoothed, and squared, and fitted to its place, —
Does but incumber whom it seems to enrich.

That educational system which bases its usefulness and success upon the intellectual qualifications of instructors solely must inevitably end in failure and disappointment. In every household in our land are to be found good books, valuable periodicals, and newspapers filled with every conceivable kind of knowledge; and yet who would be so unwise as to essay to make his pupils, even in any degree, familiar with the inexhaustible topics which they contain? It is not so much the actual knowledge of all these things that our children should be taught to acquire, as that they should be made fully competent to teach themselves when they pass from the school-room into the busy scenes of active life. The vital question of the times is not *The What*, but *The How*. Educators are doing great mischief in that, under their influence, our schools are being crammed to suffocation with an unnumbered variety of subjects to be studied. We neither eat, drink, sleep, work, play, nor exercise for our children; but we do practically, — if not theoretically, — teach them how to do these things for themselves; then why do we attempt to cram their plastic minds full of hard facts, senseless statistics, and unintelligible rules and formula, — mere abstractions, — which they must carry, like so many dead weights all through life, not as useful helps but as hurtful hindrances? Children intuitively seek knowledge; aid them in that search, train the faculties of the whole mind; teach them to investigate all things, holding fast to that which is good, true and useful. Implant in them the germs of critical investigation, that they may know how to glean all kinds of knowledge when the stern responsibilities of life are thrust upon them; and so shall we arrive at the true principle of teaching how

to acquire knowledge, rather than limiting ourselves to the puerile attempt of simply imparting mere abstractions.

After the examinations, it became apparent that the commissioner had a task on his hands of no little magnitude. A full ream of legal cap paper lay on his table, crammed full of answers, in response to the proposed questions. Days and weeks of patient labor were given to their careful investigation; and the final results clearly indicated that the faith, placed in the teachers' abilities, was well grounded. The steady, earnest work done by them was truly gratifying, and plainly told that the subjects were within their knowledge and comprehension.

I append herewith a list of the questions used, feeling that they may, perhaps, contain some points and suggestions which shall aid others somewhat, in attempting to do work of a similar character. It may occur to some that it was an error of judgment to present so many questions to be answered in six hours' time; but no stated percentage being required for any grade certificate, evidently no injustice was done to any applicant, each one striving to make the best possible written record under the same regulations. The lesson was, moreover, a valuable one, showing forcibly, in every instance, the superiority of well-trained minds over those accustomed to desultory and unmethodical ways of doing work. And they who have successfully cultivated this valuable habit are clearly entitled to all the advantages its proper use may afford; for any acquirement which shall attain a given result with only equal expenditure of intellectual power in the same time is certainly highly commendable, and to be strongly encouraged. And thus each applicant, in the final summary of points attained, was given due credit for every form of intellectual ability as shown in all the work performed on the day of trial.

The questions for examination of teachers on all the subjects were as follows:

HISTORY.

1. Define history.
2. Who wrote history first, being called father of the same?
3. Where do we find an account of creation?
4. Who discovered America, and when?
5. When, and by whom was this country visited previous to Columbus.
6. Who was commander-in-chief in the revolutionary war?
7. When, and by whom was New York first settled?
8. What two towns on Long Island, and when first settled?
9. Who wrote the Declaration of Independence?
10. When, where, and what the result of battle of Long Island?
11. Where are the Black Hills?—for what noted?
12. What noted young man was killed in Africa, by Zulus, a few months ago?
13. For what was he noted?
14. Where is Leadville?—for what noted?

15. State about the present population of Suffolk county?
16. In whose reign, and where was Jesus Christ born?
17. What makes portions of Egypt so fertile?
18. When was battle of Gettysburgh fought? Which army was victorious?
19. Who then commanded Union, who Confederate forces?
20. When, and by whom, was Abraham Lincoln assassinated?
21. Name at least three rebellions which have occurred in this country?
22. Name the captors of Major André.
23. Name the two principal sources of revenue to people of this commissioner district?
24. Name the chief cause of the late civil war? Was that cause removed?
25. Name all the Presidents of the United States?

GEOGRAPHY.

1. Define physical geography.
2. Define political geography.
3. Define mathematical geography.
4. Name the grand divisions of eastern and western continents.
5. Name the relative proportions of land and water on earth's surface.
6. Name the divisions of water.
7. Name the divisions of land.
8. Name the shape of the earth.
9. Name the revolutions the earth performs.
10. Name what each of these revolutions produces.
11. Name two proofs that the earth is a sphere.
12. Name one other proof that the earth is a sphere.
13. Name the causes of waves.
14. Name the causes of tides.
15. Name the largest fresh water body in the world.
16. Name the tropics, to what they are parallel, and distance from equator.
17. Name the cardinal points.
18. Name the five races of men.
19. Name the direction all meridians run; also all parallels of latitude.
20. Draw a map of New York State.
21. On the map locate New York, Buffalo and Rochester.
22. Indicate Adirondack and Catskill mountains.
23. Show the Hudson river and capital of State.
24. Bound New York State.
25. Name New England States, and capital of each.
26. What United States territory extends eastward from Behring's Strait to British America?
27. What river the outlet of great lakes of North America?

28. Name and locate capital of United States?
29. Where are the White Mountains?
30. Vessels entering Gulf of Mexico from Atlantic pass what island?
31. What large island forms part of Empire State?
32. Name capital of Japan.
33. Name five lakes wholly within New York State.
34. What river part of boundary between New York and Pennsylvania?
35. What are principal productions of China?
36. What is chief article of food of Chinese?
37. Name the three largest cities in United States.
38. Name the three largest rivers in United States.
39. Where is Cape Horn?
40. What mountains between Italy and Switzerland?
41. What are the capitals of Spain, England, France, Russia, Austria?
42. What waters are connected by Straits of Dover?
43. Name the latitude of Long Island.
44. Name its length and width.
45. Name the mountain system nearly parallel with Pacific (in United States.)
46. Name the three principal divisions of North America.
47. Name the three States which border on Lake Superior.
48. Name the largest river that empties into Long Island Sound.
49. Name the largest city on the western coast of United States.
50. Name the two principal water-sheds of the United States.

READING — ALGEBRA.

1. What is reading?
2. What is accent?
3. What is emphasis?
4. Can the sense of a sentence be changed by emphasis?
5. Give general rule for emphasis.
6. Give general rule for rising inflection.
7. Give general rule for falling inflection.
8. What is pronunciation?
9. How is emphasis shown in writing, or printing?
10. Give four points, at least, essential to good reading.
12. What is an equation?
13. What is an exponent?
14. What is a co-efficient?
15. State law of signs in multiplication and division.
16. How many, and what, are the ways of elimination?
17. Find two numbers such that $\frac{1}{2}$ the first plus $\frac{1}{3}$ the second shall equal 45, and $\frac{1}{3}$ the second plus $\frac{1}{2}$ the first shall equal 40.
18. Factor x square plus $12x$ plus 36.

19. Do you know of any occupation in which algebra is useful?
20. State the law in reference to the square of the sum, or difference of two quantities.
21. What is a binomial?
22. What operations may be performed on algebraic quantities?

ARITHMETIC.

1. What is arithmetic?
2. What is science?
3. What is art?
4. What is a unit? Give example.
5. What is a number?
6. What is an abstract number?
7. What is a concrete number?
8. What is a cardinal number?
9. What is an ordinal number?
10. In how many ways are numbers expressed.
11. Write the number 10 in all these ways.
12. What is notation?
13. What is a figure?
14. What two values have figures?
15. Explain each value?
16. How many, and what, are the kinds of notation?
17. What letters and character are used in Roman notation?
18. Express by Roman method 19, 26, 1879, 5,000.
19. In Arabic notation how many characters are used?
20. Why first nine called digits?
21. Give names of tenth character.
22. Define numeration.
23. Define the French method.
24. Name first five periods, beginning with right hand.
25. Express in words 1,009; 200, 053; 1,000,001.
26. Express in figures eleven thousand eleven; one million forty.
27. Define addition.
28. Define subtraction.
29. Define and state terms in subtraction.
30. Define and state terms in multiplication.
31. Define a factor.
32. Define division.
33. Define terms in division.
34. Define a prime number; give example.
35. Define a composite number; give example.
36. Define a greatest common divisor.
37. Define a least common multiple.
38. Define a common or vulgar fraction.
39. Name the terms in fractions.
40. Define three terms in fractions.
41. Write a proper, improper compound and complex fraction — also mixed number.

42. Define the reciprocal of a number.
43. State the value of a fraction.
44. State the following, using proper arithmetical signs: Four times two less one, multiplied by twenty, divided by four, equals what?
45. Divide $\frac{1}{2}$ by $\frac{2}{3}$, showing the operation.
46. Find least common multiple of 7, 9, 11, 10.
47. Reduce $12\frac{1}{2}$ to an improper fraction.
48. Find greatest common divisor of 336 and 812.
49. Find greatest common divisor of 21 and 31.
50. Find least common multiple of 4, 9, 12, 18 and 36.
51. Reduce $\frac{4}{5}$ and $\frac{1}{7}$ to common denominator.
52. Add $\frac{1}{2}$, $\frac{1}{3}$, and $\frac{1}{4}$, give answers in lowest terms.
53. From $\frac{1}{2}$ take $\frac{1}{3}$.
54. Divide $\frac{1}{2}$ of $\frac{5}{11}$ by $\frac{2}{11}$ of $\frac{5}{18}$.
55. Define a decimal fraction.
56. Reduce $\frac{5}{8}$ to a decimal.
57. Change .625 to a common fraction.
58. From 1000 take .001.
59. Multiply .0075 by .005, give answer in both figures and words.
60. Divide 3.6 by .00006.
61. Reduce 28 rds., 4 yds., 2 ft. 10 in., to inches.
62. Reduce 1565 pounds to hundred weight.
63. Reduce 7s. 6d. to fraction of £.
64. Change £ $\frac{5}{8}$ to shillings and pence.
65. Define interest.
66. Find interest at 6 per cent on \$450 from Jan. 1, 1844, to March 13, 1845.
67. What sum put at .07 interest will produce \$13.30 in 6 months.
68. Bought a cow for \$25 and sold her for \$29, what per cent was made?
69. The sum of two numbers is 35; their difference 11, what are the numbers?
70. Four men can do a piece of work in 48 days; 24 men will do it in what time? *Analysis.*
71. What is ratio of 6 to 2?
72. If 8 barrels of flour cost \$40, what will 15 barrels cost? *Proportion.*
73. Extract square root of 53825.
74. Write table of avoirdupois weight.
75. State if cube root is of any practical value in ordinary life.
76. If 6 men's wages for 14 days are \$126, what will 9 men's wages be for 16 days? *Compound Proportion.*
77. A does a piece of work in 3 days, B in 5 days, C in 4 days. In how many days will all do it? *Analysis.*
78. When gold is worth 107 how much currency can you buy for \$865 of gold?
79. Define in words the following: 4to; 8vo; 12mo; 18mo.

80. Find present worth of \$700 due in 2 years 9 months, at .07.
81. New York is 3° E. longitude from Washington, San Francisco 45° 25' W., what time in New York when noon at San Francisco?

GRAMMAR.

1. Name the parts of speech.
2. Name the kinds of nouns.
3. Name the cases of nouns.
4. Name the modifications of nouns.
5. Name the rule for forming possessive case.
6. Name the possessive cases of I, thou, he, she.
7. Name the possessive singular and plural of man, rose, sea, chief.
8. "The Lincolns of the world are few." Parse *Lincolns*.
9. Name two nouns that have no plural.
10. Name two nouns that have no singular.
11. Define a sentence.
12. Name the different kinds of sentences.
13. Name the principal parts of a sentence.
14. Define the subject; also the predicate.
15. Decline the pronoun I.
16. Name the modifications pronouns have.
17. Name how the relative agrees with its antecedent.
18. Name the simple relative pronouns.
19. To what does who relate? which? that?
20. How determine to what part of speech a word belongs?
21. Name a personal, a relative, an interrogative, and compound pronoun.
22. Name the degrees of comparison.
23. Name the rule for forming comparative and superlative.
24. Name the parts of speech which have comparison.
25. Compare: bad, beautiful, heavy, many.
26. How are adjectives distinguished from adverbs?
27. In the sentence, "And is a conjunction," parse *and*.
28. How many, and what, are the classes of verbs?
29. How is the passive voice formed?
30. Name all the moods — or modes — of verbs.
31. Name the auxiliary verbs.
32. What is an impersonal verb?
33. Explain these sentences:
 I will drown, nobody shall help me.
 I shall drown, nobody will help me.
34. Give principal parts of have, love, teach, lie, work, lay, write, see, sit, set.
35. What class of verbs has no passive voice?
36. Name 10 prepositions.
37. Define a conjunction.
38. Name four conjunctions.

39. Name an adverb of time, place, manner, direction, quantity, negation.
40. Define a defective verb.
41. Define a phrase.
42. Write the plural of Mr., Miss, Dr.
43. State how letters and figures are made plural. Give examples.
44. After what verbs *is to* omitted?
45. What is analysis? what synthesis?
46. Write a sentence with an adjective in comparative degree.
47. Write a sentence with an adverb of manner.
48. Write a sentence with a disjunctive conjunctio
49. Write a sentence without *to* in the infinitive.
50. Write a sentence with a relative pronoun in objective case.
51. Correct these sentences:
 He hadn't ought to have done it.
 I do not know who she went with.
 No county will allow of such a practice.
 It was not me who took it.
52. Write the following and correct capitals and punctuation :
 mister Smith. will you please Excuse my son john next
 friday at 10 o'clock t jenkins.

CIVIL GOVERNMENT, ETC.

1. Name the three departments of Government in State, and Nation.
2. Who executes the laws of the Nation?
3. Who executes the laws of the State?
4. What is a Republican Government?
5. What towns form first commissioner district of Suffolk county.
6. How long does commissioner hold his office?
7. Who is a legal teacher?
8. What duties do the school register require of teachers before wages can be collected?
9. State some of the duties of county clerk.
10. How do school districts get possession of public money?
11. How often is United States census taken?
12. How long does the President hold his office?
13. Can he be removed? if yes, how?
14. Is the President elected by a direct vote of the people?
15. Name his salary.
16. Name supervisor of your town; also town clerk.
17. Can a representative or senator hold any United States office?
18. Name the county judge and surrogate.
19. How many counties in this State?
20. Name the executive officer of the county.
21. Name the executive officer of the State.
22. Name the Governor? and Superintendent of Public Instruction.
23. With whom do teachers make their contracts?

24. Has a teacher a legal right to inflict corporal punishment?
25. Name all the officers in town or district who have something to do with schools.
26. Name school commissioner and his Post Office address.
27. When does legal school year begin?
28. Name the legal holidays in school year.
29. What is a calendar month? What a legal school month?
30. State the law in reference to teachers attending institute.

PHYSIOLOGY — HYGIENE.

1. What is physiology?
2. What is hygiene?
3. On which side of the body is the stomach?
4. What office does the stomach perform?
5. What is the effect if a cold liquid be thrown into the stomach during digestion?
6. Are all articles of food digested in same time?
7. Mention some easy of digestion.
8. What office do the arterics perform?
9. What office do the veins perform?
10. Why should pure air be breathed at all times?
11. Physiologically, what is the first great duty of teachers?
12. Where, and how, is the blood purified?
13. What causes the blood to circulate?
14. State the average temperature of the body
15. What gas is found in expired air?
16. Why is proper bathing conducive to good health?
17. If an artery is severed where should pressure be made to stop the flow of blood?
18. Does good health of body and mind depend upon the observance of physiological laws?

MISCELLANEOUS.

1. Rewrite the following letter which will show your knowledge of letter writing, of capitals, of punctuation and penmanship:
 baltimore feb 10 1872 dear father i have just returned from washington where i spent 2 days pleasantly i visited the capitol and saw mr browns cousin charles sumner who is you know 1 of the senators from massachusetts i also saw president grant and many other noted men whom i have not time to mention is mother well what did john get from santa claus has maria finished arithmetic this is rough paper bad ink and o what a pen in haste good Bye your dear son john day.
2. Define natural philosophy.
3. Define motion, momentum, weight, capillary attraction.
4. At what temperature (Fahrenheit) does water boil?
5. At what temperature (Fahrenheit) does water freeze?

6. How far does a body fall the first second? How far the second?
7. Why do not all bodies fall to the ground in same time?
8. How far does light travel per second?
9. How far does sound travel per second?
10. Define centripetal, and centrifugal force.
11. Define moral philosophy.
12. Are morality and religion identical? State the difference.
13. If statute and moral law conflict, which should be obeyed?
14. Is it the duty of teachers to prohibit lying, profanity, or stealing? and to punish pupils for so doing.
15. Should morality, manners, or religion be taught in schools?
16. Define methods as applied to teaching.
17. How teach a child, ignorant of letters, to read?
18. Name four qualifications which a teacher should have.
19. Define gradation, and classification, as applied to schools.
20. How do you teach spelling?
21. Which is the better, to simply impart knowledge, or to show how to acquire it?
22. Do you teach map drawing?
23. Define a point.
24. Define a straight line.
25. Define a right angle.
26. Can you teach plain drawing?
27. State your method of teaching writing.
28. Make and name the punctuation marks.
29. State the rule for use of capital letters.

SPELLING.

In spelling the percentage ranged from 40 to 98, the remarkable average of 70 being attained. This is certainly extraordinary, since all the available statistics show that, at institutes, with a fewer number of given words, and where are usually assembled the very best teachers in the county, the average is but a trifle above 50. The 44 words pronounced were those in daily use, and were as follows:

surgery,	melodeon,	infringement,
celery,	surcingle,	acknowledgment,
gelatine,	collision,	abridgment,
intercede,	lilies,	sacrilegious,
supersede,	numskull,	mucilage,
fossil,	hairlip,	bilious,
diuresis,	judgment,	referred,
fictitious,	siphon,	moneys,
malicious,	ossify,	daguerreotype,
reference,	contagious,	cupboard,
satchel,	mortgage,	finance,
dungeon,	nicety,	incomparable,
clevis,	fascinate,	bayou,
juicy,	cycle,	deficit.
accordion,	nauseate,	

ALPHABET.

The following questions, for obvious reasons, were not printed, but were written upon the blackboard:

1. Define the alphabet.
2. Define a letter.
3. Define the form of letters.
4. Show two forms of printed, and two of written letters.
5. Print the letters b, p, q, h, t, s and d.
6. What peculiarity is there about the letter S except its crookedness?
7. How are letters divided?
8. How many sounds do our letters represent?
9. Name the vowels.
10. Define a vowel.
11. Name the liquids.
12. Define a diphthong.
13. Define diacritical marks.
14. Name in order the diacritical marks on the words pōle, ūs, fär, tērm, âir.
15. Place the proper diacritical marks, and accent, if any, on the words name, sat, dog, calf, water, apparatus, mamma, district, aunt, kerosene.
16. One word on my programme was incorrectly printed, which was it? [The word as printed was *developes*: but not a single teacher had noticed the inaccuracy.]

NEEDED CHANGES.

In conclusion, allow me respectfully to call your attention to the following epitome of changes which the present status of educational affairs seems to demand:

1. Begin the school year on the first day of September.
2. Hold the annual meetings for the election of trustees on the last Tuesday in June.
3. Adopt the township system partially, retaining the present school districts, and allowing each one to annually elect a sole trustee.
4. Require these several trustees to assemble in convention on the last Saturday in June, at the most central or accessible location for holding such meetings. By ballot, require them to select one, three, five or seven of their number, according to the population and trustees in each town. These persons so selected shall constitute the town board of education, whose duty it shall be to organize, maintain, direct, control, and have the entire supervision of all the schools required in the town.
5. Make the commissioner, *ex officio*, chairman of each of these several boards, within his jurisdiction, allowing no teacher to be employed without his approval, save by a unanimous vote of the board.

6. Allow the members of this board a fair compensation for their services.

7. To entitle the town to participate in the public money, extend the legal school year to thirty-six weeks, of five days each, in each district.

8. Make all assessments of local taxes for school purposes by towns.

9. Retain the present district quotas for qualified teachers, apportioning the remainder of the public money solely on the basis of actual attendance at school.

10. Empower the commissioner to transfer the teachers from one school to another in the same town, as often, in his judgment, as the schools may be made more efficient by so doing.

11. Make the engagements of teachers extend through the entire year.

12. Increase the authority, general powers and duties of the commissioners. Extend their term of office to six years; pay them a salary commensurate with their work and responsibilities; put stringent educational qualifications upon them; require three years' *successful* teaching; compel them to devote their whole time to the discharge of the duties of the office, and then, if any are derelict or incompetent, subject them to suspension, or removal, by the State Superintendent.

13. Organize, annually, in each commissioner district, a local Normal Training school, of four or six weeks' duration, for those who have never taught, and for third grades. The State to furnish a competent *trainer*, and the sessions to be held at some point where pupils can be made available for actual school-room practice;—organization, management, gradation, classification and methods only to be taught.—Educational qualifications having been previously acquired.

14. Hold one institute annually, in each county, and compel *all teachers to attend*.

15. Adopt a uniform system of teachers' examinations for the whole State. The questions to be prepared under the direction of the State Superintendent, assisted by so many of the commissioners as he may call to his aid. The percentage and experience required of each grade,—the actual standard of qualifications,—to be determined by them. Hold but *two* examinations,—only one if practicable,—every year, and these simultaneously in all the commissioner districts in the State.

16. Apportion no more money for libraries. Consolidate all the present district libraries, in each town, into one; put this in charge of the town clerk, and allow each town to add thereto, or not, as a majority of the people may determine, from time to time, in their annual town meetings.

17. Allow no teacher to collect, in any manner, any portion of wages due without first making oath that the register, in every particular, is properly and correctly kept, according to the instructions as therein laid down.

18. Compel all the children to attend school at least twelve weeks in the year, prohibiting all who do not so attend from participating in the public money, also punish parents, guardians and children who do not comply with the law.

19. Grade all the schools in the State, defining clearly the successive steps that shall be taken from the lowest subject to the highest. Establish also a uniformity of books, in counties at least if not throughout the whole State. These two points successfully attained would make our common school system the wonder of the age.

20. Make the efficiency of our schools depend upon the hearty cooperation of all the inhabitants, reducing political and sectarian influences to the lowest possible minimum. Let unity of action, harmony of purpose, and competent supervision characterize all our educational efforts.

All of which is most respectfully submitted,

Your obedient servant,

CORDELLO D. ELMER,

School Commissioner.

SOUTHOLD, N. Y., December 28, 1879.

SULLIVAN COUNTY—FIRST DISTRICT.

HON. NEIL GILMOUR,

Superintendent of Public Instruction:

SIR. — Supplementary to the statistical and financial report, which was forwarded to your Department in October, I submit the following statement of the condition and wants of the schools in my commissioner district. In eighty-nine schools visited during the winter term of the past year, I found 2,083 pupils present at the time of such visitations. Grammar, geography, and the other common branches were taught in all, United States history in forty-three, algebra in thirty-six, civil government in twenty-one, and physiology in eleven.

Of ninety-six school-houses, at present in the commissioner district, forty-eight are comfortable and convenient, and provided with blackboards and other necessary apparatus; thirty-five are tolerably comfortable, not very convenient and lack good blackboards and apparatus; thirteen are unsightly without, and uncomfortable within, and almost entirely destitute of apparatus.

Seventeen districts have kept school forty weeks or over, and twenty-two have kept between thirty-five and forty, while sixteen have been contented with keeping twenty-eight weeks, just enough to draw the public money, and have succeeded in doing this almost entirely on the funds allowed by the State. There is in every district — every rural district certainly — a class of close-

fisted men who educated their own children before the adoption of the free school system, and who now oppose any expenditure for educational purposes. Sometimes generous and liberal toward objects of a religious and charitable nature, but always sure to fight a tax for building or repairing a school-house, or for paying a teacher an adequate remuneration. When such men get control of a school district, by the election of one of their number trustees, the time taught and the wages of* the teacher are forthwith reduced to the minimum. Whether it would not be advisable to extend the time necessary to be taught, in order to participate in the apportionment of public moneys, or make it obligatory on every district to raise a sum by taxation for the payment of teachers' wages equal in amount to the apportionment, is a question upon which I do not see how there can be any difference of opinion among friends of the common schools.

Four new school-houses have been completed and occupied for the first this year. At Monticello a very fine edifice was opened on the 1st of January last, and in district No. 2, Lumberland, a school-house costing \$4,000 was donated to the people by George R. McKensie and William C. Proctor, two residents of that district. In addition to this munificent gift these gentlemen have bought and placed in the school-house \$500 worth of school-books for the use of such pupils as were unable or unwilling to provide them for themselves.

The district libraries are in a neglected condition as a general thing. In some cases the reports of trustees as to the number of volumes in the library are inaccurate, as appears from the comparison of reports of different years. The books are scattered around the districts, and but little care is taken to preserve them for those who have a taste for reading. The past year only \$44.28 have been expended for books. The total amount of library money apportioned to the commissioner district was \$193.26. The sum set apart for libraries should be increased and applied to the purchase of books, or it should be merged with the pupil and attendance quotas for the payment of teachers' wages.

If augmented sufficiently to replenish the libraries of each district every year with a few good books, to be selected by some competent authority, the interest in libraries would be revived, and they would again be a valuable aid to the education and enlightenment of the people.

The Institute for Sullivan county was held at Monticello the first week in September. Prof. C. T. Barnes and Prof. M. M. Baldwin were the instructors. The attendance averaged about one hundred for each day of the session, not as great as at some institutes held in other years, but the interest manifested by the teachers, and the evident appreciation of the instruction were equal to any past year. In the schools that I have visited since the institute, I have had the pleasure of witnessing the method of teaching primary classes in reading, and of teaching United States history as given by Prof.

Barnes, and the philosophy of arithmetic as given by Prof. Baldwin practically tried with excellent results, in awakening interest in the minds of the pupils, and leading them to reason and think for themselves.

While I do not wish to underrate any single feature that tends to give our schools better teachers, I say emphatically that the teachers' institutes that have been held in my own county and commissioner district have been of incalculable value. We have had Normal school graduates and graduates from teachers' classes instructed under the supervision of the Regents of the University, but the better efforts, greater enthusiasm and more correct idea of the teachers' responsibilities, that I have noticed from year to year, are directly traceable to the work of the able and earnest men who have been sent into the county to conduct teachers' institutes.

Respectfully submitted,

CHAS. BARNUM,

School Commissioner.

MONTICELLO, N. Y., *December 13, 1879.*

ULSTER COUNTY — FIRST DISTRICT.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR.—In compliance with your request, I respectfully submit a brief statement of the condition of the schools in the first commissioner district of Ulster county.

The towns of Saugerties, Kingston and Hurley with the city of Kingston comprise this district. This territory contains forty-six school districts, employing one hundred and fifteen teachers for a period of twenty-eight weeks or more. There are now two union free schools, and one under a special act of Legislature. During the past year, district No 2 in Rondout (city of Kingston) organized into a union free school with a board of three trustees. They are also taking measures to organize an academic department which when accomplished will constitute one of the finest and best conducted schools in the county. There has been but one new school building erected during the past year, in primary school No. 8, of the consolidated district. There have also been improvements made in the academy building connected with this district, such as putting in new blackboards, apparatus for heating the building by steam, etc.

In comparing statistics of this year, with the year previous, I find that the number of pupils enrolled, of school age, for 1878, was 13,293, while 1879 shows but 13,222, showing a decrease of 71. The number attending school some portion of the year 1878, was 8,229, and during the present year 8,224, showing a decrease of five.

Again, the average daily attendance for the previous year was 4,399.115, while for the past year but 4,127.837, showing a decrease

of 271.278. This decrease in attendance is due to the measles prevailing during the winter season throughout the entire county, so much so that many large schools were reduced to a small attendance for weeks, and some were compelled to close for some time.

There is one thing pleasing to note in connection with the teachers of this commissioner district, namely this: a growing feeling of the responsibility and importance of their position, and the need of progression. I endeavor to hold up before the teachers this motto, "As the teacher so the school," and as the wants of some schools are greater than others, so the teacher must rise to meet those wants.

This increased interest is due to the fact, that within the past year there has been more reading of educational papers than heretofore. At the beginning of the present year, there was a county association formed which many of the teachers have joined. Also in May last, I organized a teachers' association for the district, which has held monthly meetings (vacations excepted) and been well attended. I have made special effort at these meetings, to urge teachers engaged in primary work to lay aside the old A, B, C, method, and to adopt the word method. Where I have succeeded there is a noticeable improvement, showing itself in the progress of the pupil, and also in the increase of interest.

The Teachers' Institute for this county was held at Kingston, commencing October 13th, continuing five days. It was conducted by Professors De Graff and Moore, and was a very profitable session. I think I have never attended an institute where the teachers showed so much interest, and that they could not afford to be absent. There were 181 teachers in attendance, most of whom are now in active service; and it does seem to me that the knowledge, and the methods of imparting knowledge there given, cannot fail to be seen in the improved condition of the schools of Ulster county the coming year.

During the season, in my visits to the schools, I made it a point to urge on the different teachers the necessity of attending the institute, and it certainly is very gratifying to know that out of the whole number in attendance, nearly one-half were from the first district.

The drawbacks to successful teaching in this district are several. Many of the school-houses in the rural districts lack the proper apparatus as aids to the teacher in his work. In fact, in most all of these you will find about ten square feet of blackboard, and some so smooth, that the chalk fails to mark. Some of the rooms appear to have been arranged so as to accommodate the greatest number of people, at neighborhood meetings, and is therefore a great hindrance to the good management of a school.

I find but very little attention paid to the district library. In some cases the library is kept a distance from the school-house, consequently the pupils very seldom get any of the books. I found one district where the teacher has been employed now nearly two years, and is district librarian, yet has never seen the inside of the

library. In view of these facts, I have come to the conclusion that it would be better were the library money applied to the purchase of necessary apparatus for the school-room, and if any district wished to sustain a library let it be done by a district tax.

There is yet another feature that I think militates against progress, and it is found in nearly all the schools outside of those that are graded, and it is this: the lack of classified work. There is no objective point. The pupils know they have a lesson to learn, but there is nothing held out before them, no point to be reached as an incentive to study, consequently there is no ambition, and a kind of a blind progress, while the parents remain in blissful ignorance of what their children are doing. I intend to direct my energies to work a change in this direction, and if I can induce the teachers to adopt (in my opinion) a better way, there will be a long step taken toward a more successful and intelligent teaching.

Your obedient servant,

WM. E. MOWER,
School Commissioner.

SAUGERTIES, N. Y., Dec. 11, 1879.

ULSTER COUNTY — SECOND DISTRICT.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction:

SIR.—In making out my report I found that nearly two-thirds of the reports from the several school districts were incorrect, and I would suggest that the conductors of institutes be requested to give proper information on this subject at the teachers' institutes. The compulsory school act seems to be little respected and hardly ever enforced.

The commissioners of this county have agreed upon a standard of examination for certificates. We require an equivalent to the Regents' examination with the addition of United States history and civil government.

In conclusion, I would respectfully add my testimony to that of so many others, in regard to the many defects of the present district system, and express the desire for a change to the town system or something better.

Yours, most respectfully,

H. M. BAUSCHER,
School Commissioner.

NEW PALTZ, N. Y., Dec. 16, 1879.

WAYNE COUNTY—SECOND DISTRICT.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR. — Permit me to say that the schools in my district are in a flourishing condition, and the teachers are receiving thorough instruction in the "teachers' classes" at Marion and Newark.

District No. 4, in the town of Palmyra, was annulled by the request and written consent of all the trustees interested, the ninth of August last. District No. 14, in the town of Palmyra, is hereafter to be known as district No. 4. The school-house has been sold by the supervisor and torn down by the owner. Every thing has been done according to law. My reasons for so doing: First, the trustees by a large majority of the district urged it; second, the school-house was small and worthless and the district refused to repair; third, there never has been but few children in said district, and those few are well accommodated in other districts, and I could see no reason whatever why it should not be annulled. I thought it best to give you the facts in the above matter, as two of the tax payers now demur on the ground, only, that their taxes will be somewhat more in the Normal school district in which they have been placed, but, at the same time, they have and are now sending to the Normal school. These facts are respectfully submitted.

Your obedient servant,

W. T. GOODNOUGH,

School Commissioner.

MARION, N. Y., February 17, 1880.

WESTCHESTER COUNTY—FIRST DISTRICT.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR. — It gives me great pleasure in submitting this my first annual report to state that all the schools in my district are in a flourishing condition. This district is a compact one, comprising the three large towns of Eastchester, Westchester and Yonkers. In this district are the city of Yonkers and the villages of Mount Vernon, Westchester, Bronxville, Eastchester, Tuckahoe and Williams' Bridge. There are fourteen school districts in all, two of which are union free school districts organized under special acts of the Legislature; eleven of which are union free school districts organized under the general law, and only one of which is a common school district. There are 12,587 persons in my district who are between five and twenty-one years of age, and of these

4,081 are between eight and fourteen. The whole number of minors of school age, who attended school in the district for some length of time during the year, was 6,176, or a little more than forty-nine per cent of the entire number between five and twenty-one years of age. The average daily attendance was 3,372½, or nearly fifty-five per cent of the number of those who attended school some time during the year, and twenty-seven per cent of the whole number in the district between five and twenty-one. It would thus appear that only one in four of those of school age are to be found, on the average, in school on any given day, and that those who do attend school some time in the year are present, on an average, but little more than half the time school is in session. I am happy to add, however, that most of those who do not attend at all are over fourteen years of age or under eight. The census shows that out of the 12,587 persons in the district of school age, 4,081 are between eight and fourteen, and that of the latter number 2,913 attended public schools and 500 private schools for some length of time during the year. Thus only 668 did not attend school at all; over eighty-three per cent did attend some schools, public or private, and over seventy-three per cent did attend the public schools.

The percentages of average daily attendance, based on the whole number of persons of school age in the several school districts, are as follows:

Town of Eastchester — District No. 1, twenty-two and a half per cent; No. 2, thirty-five per cent; No. 3, forty-six per cent; No. 4, forty-two per cent; No. 5, thirty-seven per cent.

Town of Westchester — District No. 1, thirty-two per cent; No. 2, thirty-eight per cent; No. 3, thirty per cent; No. 4, twenty-one and a half per cent.

Town of Yonkers — District No. 1, twenty-three and one-quarter per cent; No. 2, twenty-nine per cent; No. 4, twenty-five per cent; No. 5, twenty-four per cent; No. 6, twenty-eight per cent.

As there are many large factories in the town of Yonkers in which children are to some extent employed, the small percentage shown by districts two and six of that town is in some degree accounted for. Districts 1, 4 and 5 of the town of Yonkers, and district 4 of the town of Westchester, are comparatively small, and are thinly settled. The schools in these four districts are not graded, but all the other schools in my district are, having from two to twenty-five teachers each.

There are 106 teachers employed in this district, of whom five are graduates of Normal Colleges, 13 have been licensed by the State Superintendent of Public Instruction, and 88 have been licensed by my predecessor or myself. Realizing the fact that in order to have good schools we must have good teachers, my two associate commissioners united with me in establishing regular quarterly examinations for the licensing of teachers, the first of which was held last August. We have made out a list of studies in which the applicants are to be examined, and have fixed upon the following rules and regulations:

Rules and regulations prescribed by the school commissioners of Westchester county, N. Y., for the examination and licensing of teachers.

I. Applicants for licenses to teach in any or all of the school commissioner districts of this county will be examined by the three school commissioners of the county, at the court-house in the village of White Plains, on the third Saturdays of August and February; at the school-house in the village of Katonah, on the third Saturday of April; and at the school-house in the village of Peekskill, on the third Saturday of November, in each and every year.

II. The licenses to be awarded are of three grades; but the licenses of the third or lowest grade will be given for not more than one year, and will be regarded as merely provisional or preliminary. Every teacher holding a third grade certificate or license will be required to pass an examination for a second grade certificate, at some one of the quarterly examinations to be held before the expiration of his or her certificate. No third grade certificates, awarded by the three school commissioners, will be renewed.

III. All licenses granted by the three school commissioners will enable the recipients to teach in any district in the county.

IV. Teachers now employed in the county, or holding unexpired licenses given by any one of the school commissioners of the county, or by any one of their predecessors, may have their licenses renewed at any time, with or without examinations, as the school commissioners of their respective districts may deem best.

V. Any teacher holding a second grade certificate, who may apply for one of the first grade, must, in order to receive the latter, pass an examination therefor, at one of the quarterly examinations; and must produce satisfactory evidence that he or she has taught successfully for at least two years.

VI. Every applicant for a license must be at least eighteen years of age, and must show the culture, refinement of manners and strength of physique which are indispensable to success in teaching.

VII. The subjects of examination for a third grade license or certificate are reading, writing, spelling, arithmetic, history of the United States, geography, English grammar, definitions of words and their correct use, map-drawing, the use of the globe and the heating and ventilation of school-rooms.

The subjects of examination for a second grade license or certificate are, in addition to the above, etymology, algebra through equations of one unknown quantity, descriptive astronomy, civil government, elements of natural philosophy and the methods and principles of teaching.

Those employed in primary departments only will be examined more particularly on the best methods of teaching children to read, spell, count, add, subtract, multiply and divide; and will not be required to pass an examination in etymology, algebra or astronomy.

All teachers applying for certificates of the second grade will be required to explain their methods of school government and disci-

pline, of keeping their records, of arranging their orders of exercises and, in short, of dealing with the every-day duties of the school-room.

The subjects of examination for a first grade certificate are, in addition to the above, English literature, synonyms, algebra through quadratic equations, plane geometry, physics and general history. Especial attention will be given, in the examinations for certificates of this grade, to the methods and principles of teaching and of school government.

VIII. In writing, applicants will be examined, not so much as to the excellence of their handwriting, as to their knowledge of some established system of penmanship.

In arithmetic, no questions of a puzzling character will be given; but the methods and principles involved in common practical examples will form the principal part of the examination. A clear, concise explanation of every example will be required; and for every operation a reason must be given.

In history, but little importance will be attached to details, still less to a list of events strung together merely in a chronological order. Although wars are generally crises in a nation's history, and are, therefore, among the most important portions thereof to be studied, undue prominence will not be given thereto. In the examinations upon this subject, the civil and political history of a country will be dwelt upon; and clear, concise narrations of the events of a campaign will be required, rather than a disjointed statement of a number of battles, which appear to have no relation to each other.

In geography, the examination as to bounding States, describing water courses and locating capital cities will not be conducted in the usual manner. Knowledge upon these points, as far as it is advisable, is best shown in map-drawing. Stress will be laid upon the character of each country, its climate, its people, its productions and manufactures, its religion, its intellectual and æsthetic growth, its government and its condition. Its chief cities and natural features will be dwelt upon and also our means of communication with it.

In English grammar, special attention will be given to analysis, parsing and the correction of common errors in speech.

IX. Any applicant who shall fail to receive an average of 50 per cent in the several studies prescribed cannot be re-examined within one year; and any candidate receiving an average between 50 and 75 per cent cannot be re-examined until six months shall have elapsed. Any candidate receiving an average of 75 per cent or more, who shall fail to receive 75 per cent in any one or more of the studies prescribed must, in order to obtain a certificate, be re-examined in such study or studies, until at least 75 per cent has been obtained therein.

X. Applicants who have received appointments to teach or are about to receive them may be licensed by the school commissioners of their respective districts, until the time fixed for the next succeeding examination, which will be most convenient for them to attend.

XI. Should any teacher holding a third grade certificate fail, upon an examination for a second grade certificate, to receive 75 per cent in each and all of the studies prescribed, a provisional certificate may be given; and at the next succeeding examination, such teacher will be required to pass a satisfactory examination in the studies which he or she failed in.

JOSEPH S. WOOD,
CASPER G. BROWER,
EDWARD N. BARRETT,
School Commissioners of Westchester County.

Thus far the plan has worked admirably. The teachers indorse the arrangement most heartily, and feel that it will be the means of keeping them from being compelled to enter into competition with incompetent persons.

The Teachers' Institute was largely attended this year, 246 teachers out of 349 in the county having been present one or more days. Of the 106 teachers in my district, 66 were in attendance. As our institutes are generally held in the spring when some of the large graded schools are undergoing examination, it is virtually impossible to get out a full attendance. I find, too, that principals do not desire their teachers should attend the institute, not only because their schools are broken up, but also because the instructors of the institute frequently condemn the methods and ideas which these principals have instructed their teachers to adopt. Even though the principals be wrong and the instructors right, the former do not like to have their influence over their subordinates weakened in this way, and their authority brought into contempt. I merely venture to point out the evil and trust that some way may be found for its removal.

I am sorry to state that one district — No. 5, of the town of Yonkers — has no district library; that another, No. 4 of the town of Westchester — has only 67 volumes in its library; another, No. 1, of Yonkers, has only 125 volumes; and another, No. 3, of the town of Eastchester, has only 154 volumes. The rest have from 250 volumes to 1,750 each.

The school-houses are generally large, commodious buildings, which are considerably better than the average.

There are three fine, large brick school-houses in districts one, two and six of Yonkers, and two more of the same character in the town of Eastchester. District No. 4 of the town of Westchester has a very substantial and neat stone school-house, and almost all the other school-houses in my district are good frame buildings. The poorest school-houses are those of district No. 4 of Yonkers, and district No. 1 of Westchester. As the latter has a large school in a flourishing condition, it should have a much better school-house. Two school-houses in my district have been

enlarged and improved during the year — those of district No. 3 of Westchester, and district No. 5 of Yonkers. To the former a wing was added by a vote of the people, and thereupon, the president of the board of education, Mr. F. C. Havemeyer, also added thereto an elegant room for the library and the meetings of the board of education, at a cost of \$2,000; and he made this addition a gift to the district.

School district No. 4 of the town of Eastchester has also been favored with a valuable gift during the past year. A number of citizens subscribed enough to buy an elegant oil painting, by Mr. Edward Gay, one of the associate artists of the Academy of Design, and presented it to the school. It represents a beautiful scene in the vicinity, and will, I believe, be a silent but powerful means of developing the æsthetic tastes of the children, who will day after day have an opportunity of studying and admiring it.

The presentation of a gift to our public schools is so rare an occurrence that I deem it my duty to make special mention of these two; and I venture to express the hope that others may follow in rapid succession.

All of which is respectfully submitted,

JOSEPH S. WOOD,

School Commissioner.

MOUNT VERNON, N. Y., *November 1, 1879.*

WYOMING COUNTY — FIRST DISTRICT.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction:

SIR. — The present “incumbent” has the honor to report himself hale and hearty and full of business. It is only a short time before Christmas will be here, and just at present he is at “peace with all men.” He might give you some rather enlightened views concerning the school system of the State of New York, on such subjects as the election or appointment of the Superintendent, ditto of commissioners, ditto of trustees, etc. — on the “township system,” examination and licensing of teachers, Normal schools, taxation for advanced privileges, trustees’ reports, etc., etc. — he feels competent to deal with any or all of these questions, but really he has not the time — he finds plenty of work to be done, and is of the opinion that the tools, well used, are at hand to accomplish very satisfactory results.

We have in the district three graded schools. The boards of education and faculties of these schools are doing as good work as they know how, and such work is generally found to be successful.

We are within easy reach of three State Normal schools. Many of our teachers are graduates of some of these schools, and most of them have received more or less instruction in one or the other.

Much time has been spent in these schools, also in the schools of the city of Buffalo, studying their management, courses of study, examinations and methods, the result of which is an outline of study for our own common schools. Of course this is an experiment with us. A copy was pasted in each register, where it is brought directly to the teacher's notice. The newspapers printed the plan, and commented favorably upon it. The principals of our graded schools gave it their hearty support, and have it in view in their instructions of teachers. Since the introduction of this outline, over a third of our schools have been visited by the commissioners, and about two-thirds of the teachers are using the outline to a greater or less extent.

A marked improvement is already visible in the younger pupils. Their time is occupied. They are interested, and learn. If the school-room can be made a work-room, discipline, to a certain extent, takes care of itself, objects sought are attained, tax-payers get the worth of their money, and all goes

"Merry as a marriage bell."

Of course our institute was a success, both in numbers and interest. It could not very well have been any thing else. Everybody came, even to Messrs. Pooler and Northam, and the State Superintendent.

Sincerely desiring that, as the years come and go, our boys may become men, our girls women,

I am, very respectfully,

J. B. SMALLWOOD,

School Commissioner.

WARSAW, N. Y., December 0, 1879.

WYOMING COUNTY — SECOND DISTRICT.

HON. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR.—In compliance with the request contained in your circular, I respectfully submit the following brief statement regarding the schools under my supervision :

The second commissioner district of this county embraces the towns of Arcade, Castile, Eagle, Gainesville, Genesee Falls, Java, Pike and Weathersfield.

The districts number eighty-nine ; of these eleven are joint districts, having their houses in adjoining counties.

Arcade and Castile each have a union graded school, doing careful, thorough and efficient work. The principals of these schools

have great faith in their profession, and their earnestness is a powerful influence among our young teachers.

Pike Seminary, under the management of Prof. J. B. Smith, is also doing a good work in this direction.

Six districts have two departments, employ two teachers, and, without exception, are doing excellent work.

The people are deeply impressed with the importance of our school interests; on every hand I have met with the most cordial support in my efforts to advance their interests.

Three new houses have been built during the past year; each is arranged looking to the comfort of teacher and pupil, and reflects credit upon the inhabitants of the several districts.

District No. 1, town of Java, voted a tax not to exceed fifteen hundred dollars to build a house next season, and appointed a building committee.

District No. 8, town of Gainesville, has appointed a building committee and will, undoubtedly, build next season.

The Eagle village district has just completed an addition to the school-house, at an expense of four hundred dollars.

In most cases the people are quite liberal, when they clearly see the right thing to do.

If we could make it appear that the school-house would be protected from the vandal knife and other hard usage, that school apparatus would be preserved with care and used efficiently in class-work, that wall maps would be made to contribute in the instructions by the skillful teacher, a great change would take place in these things in a short time.

In my opinion, one of the most serious drawbacks in our work is the diversity of text-books in the same, and in the different schools. Geographies by six different authors, readers by four, grammars by four, arithmetics by three, and writing by four, may be found in my schools.

I find many teachers arming themselves with all the aids within reach. One had on his table Kiddle's Outline and Instructions to New York Teachers, a text-book on writing, and other works on education and school-room work, and, what is better still, he gives his evenings to faithful preparation for next day's teaching. We have many teachers of this character. Still, the great need is, more culture, greater devotion to the work, a larger amount of training, longer continuance in the profession.

A teachers' examination is held in each town in the spring, and one at the close of the institute in the fall. We take the liberty, at the close of the examination on any given subject, to make such suggestion as we see fit.

The Institute held at Nassau, and conducted by Messrs. Pooler and Northam, was largely attended, the lively interest at the beginning increasing to the close.

One of the pleasant incidents connected with the teachings of this institute was the able address to the teachers by the State Super-

intendent, and after that the opportunity in a short session for any to ask questions regarding school law and school matters generally.

With the active co-operation of our best workers, we are organizing town teachers' associations, and many trustees signify their willingness to strengthen our hands in this direction by attending these meetings.

We have a teachers' association in the county, supported by the best talent that we have.

The plan of having but one trustee is gaining in favor.

I find civil government, U. S. history and algebra in some of the schools.

I have visited forty-one schools this fall, and have not found one working without a program.

In many schools, the organizing, governing and instruction is excellent. We aim to bring all schools up to good work, by insisting that the teacher shall be progressive or quit the business.

More than in the past, parents are bringing up their children without resorting to corporal punishment as a means of discipline; some make it a principle never to strike a child. These demand that the teacher consult them before degrading the child by a blow.

But there is another mode of punishment to be severely disapproved. A girl pupil is in fault — the teacher gets angry and proceeds to humble her — he says, with irony amounting to a sneer, you are a pretty young lady, old enough to wear long dresses, big enough to have a beau, you'll make a nice sort of a woman — the object of this abuse the while burning with shame at being made the butt of such heartless ridicule. We protest against the practice of this mode of discipline.

We have some graduates of Normal schools doing their work in a superior manner. Several others who have attended the Normal schools for a time show decided improvement in theory and practice. The Legislature ought to pass a law making it obligatory on the commissioners to license those teachers only who attend the whole time of the institute. Such a law would operate mostly on those standing in greatest need of this aid in their work. I often ask a teacher, "where did you get that idea?" The answer most frequently returned is, "at the institute."

At the beginning of my term I often found schools destitute of crayon and erasers; others were furnished with very poor blackboards; one had not used the board in two years. During my summer visits I carried a can of blackboard slating under my wagon seat, a brush in a tea-pot with a hole in the lid to allow the handle to pass through, a tea-cup set into the side of an oyster can to prevent its tipping over, a lot of erasers that I made myself, and a box of crayons. Ten minutes to put on the slating, twenty minutes for it to dry, and the board was ready to use.

In order to bring about a greater degree of efficiency and uniformity in our schools, my associate commissioner and myself distributed an outline of work for the school-room to our teachers. I have observed excellent results from this trial.

Allow me to express the deep obligation that I am under to the people of this district for the encouragement and generous hospitality so freely extended to me during the past year; also allow me to express my admiration for my associate commissioner, J. B. Smallwood, for his manly bearing in all things pertaining to our work.

In conclusion, let me return to the Department my sincere thanks for the prompt attention that my often repeated inquiries have received.

With deepest respect, your obedient servant,

C. A. HALL,

School Commissioner.

GAINESVILLE, N. Y., December 9, 1879.

YATES COUNTY.

HON. NEIL GILMOUR,

Superintendent of Public Instruction:

SIR.—In accordance with my former custom, and in agreement with your request, I forward to the Department some additional facts in regard to the condition of educational affairs in Yates county. During the year that has gone to be numbered with the things that were, our schools have been generally successful, and the interest in schools and education seems to be in lively exercise. There is a growing demand through the county for the best teachers and the most thorough instruction. It has become apparent to many that the true interests of the State rest mainly in the proper and practical development of the minds and hearts of its children.

Although much has been done there still remains a vast amount of labor to perform before the schools shall be in order. Many of the school-houses are almost a disgrace instead of an ornament to the neighborhood. The grounds attached are by far too small and generally without any attempt at ornamentation. We propose, in our next visitation to the schools of the county, to attempt the policy of interesting the children in the work of planting shade trees upon the school-house site. And upon a certain day in spring they all gather at the school-house, each bringing one or more trees, and all to be planted under the supervision of the trustees. They can have a sort of festival in connection with these gatherings. This scheme may fail, yet we propose to give it a trial. Our organization among the schools to promote the interests of temperance is still continued and has been well sustained. We think it will ultimately result in good. We have also organized among the teachers a society called "The Teachers' Legion of Honor."

"Our creed" requires the members to be constantly improving and careful to observe and appropriate any new idea or method of

value or use. Also to be guarded in respect to associations, habits, selection of reading matter, etc. Many of our teachers have united with us. The meetings of our teachers' association are held about once a month. They are sustained with strength and interest, indeed we think there is a favorable sentiment among both educators and people through the county in regard to this enterprise. Our town gatherings last summer were well attended, and they have ever received the patronage and encouragement of our best citizens. During the year we held two institutes. One commencing April 21 and closing April 25, conducted by Prof. E. V. DeGraff and Prof. H. C. Northam. This session was largely attended and developed a good degree of interest on the part of teachers. Indeed we feel very profoundly our obligations to these men and the beneficent authority by which they are sent out and maintained. The practical benefits received was marked and satisfactory.

The annual session commenced September 22, and closed September 26, conducted by Prof. James Johonnot and Prof. John Kennedy. The attendance was good and the results we hope to witness during the winter term. It appears to be the policy of instructors at our institutes to make the subjects presented so plain and practical that none need fail to understand and apply the knowledge acquired in their school-rooms. Much benefit was received from the discussion of "School Law," by the Superintendent at this session. Some progress is being made in the construction of school buildings. In No. 3, Jerusalem, a new house was built during the summer and the site enlarged. Much credit is due the people of the district for the united and ready manner with which they accomplished so desirable an object. During the fall a new house has been built in the joint district formed from No. 8, Barrington and No. 16, Tyrone, Schuyler county. The house is a commodious and substantial one and an honor to the neighborhood. We hope to build up a strong vigorous school at this point. The people now appear to be very much united in regard to it.

Another house is being built in No. 11, Milo, which was very much needed. The tidal wave seems to have commenced its forward movement and we hope it will carry with it every old rookery of a school-house in our county. Besides the above there are extensive repairs in progress in No. 7, Italy, and No. 8, Jerusalem. We propose to work up more vigorously in the future on this line. During the year we dissolved district No. 4, Milo, and attached the separate portions to No. 10, Milo, and No. 1, Benton. This action seemed proper from the fact of an inadequate amount of taxable property and an unfavorable location for a school. To regulate the numbers of the districts in the town, No. 1 was changed to No. 4, and No. 13 (the former number of the Penn Yan union school), to No. 1. Some changes have been made in district boundaries, generally with the consent of trustees, and the indications of justice and propriety on our side. There is need of additional school buildings in the

Penn Yan union school district for primary schools, and the question is under discussion before the board of education. We hope they will act according to the dictates of reason and good judgment.

The older teachers received the preference this fall, and some have entered the service who were eminent in the profession in other days. We hope they will exhibit whatever there was of superiority or excellence in the former methods. A new school has been started at Dundee for higher studies and preparatory instruction. This is a private institution, conducted by Misses Helen and Frances Bassett, and Prof. John Kline, all of whom we believe are graduates of Oberlin College, O. A graded union school is much needed at this place. The school at Starkey Seminary, under the supervision and guidance of Prof. O. F. Ingoldsby, is progressing finely. We hope it will regain the prestige and glory of other days, for it has a noble record as a first-class institution. Prof. Francis D. Hodgson is still retained as principal at the Penn Yan union school, and Prof. A. D. Whitney, of the Rushville union school. Both are doing good work; each we believe having served four years in their respective schools. The Penn Yan school reports 1,062 school population, 18 different teachers during the year, 950 total number of children attending school some portion of the year, and an average attendance of 521 of children in the district, 66 from other districts, total 587. Total expenses of the district for all school purposes, \$8,346.12, being \$1,670.37 less than the previous year, and for teachers' wages the amount reported is \$361.63 less than for 1878. This looks like quite a falling off somewhere.

In comparing the financial report for the county with that of 1878, we find the total received and paid for school purposes during the year is \$3,047.53 less than last year. The amount paid for teachers' wages, \$941.04 less. This looks like economy. The amount of public money apportioned to the county was several hundred dollars less than the previous year. So the expenditures for school purposes seem to be diminishing. From the first statistical we find the whole number of children between the ages of 5 and 21 years is 52 less in 1879 than in 1878. School was kept 26 weeks longer, the number reported as attending school some portion of the year is 76 higher. The average daily attendance during the year is 66 higher. Also the whole number of days' attendance is 29,947 greater. This is encouraging, and indicates a tendency on the part of teachers and patrons to encourage regular attendance. We hope there will be still greater effort in the future in that direction, for the average is by far too small a percentage of the school population.

The whole number of different teachers employed during the year, 222; during the previous year, 217; whole number of inspections by commissioner, 209, which is a little more than two visits, on the average, to all the schools under my jurisdiction. Besides the visit during the day we have held many evening sessions in the winter term which have been conducive to a great amount of good.

We also continue our column in the county papers which affords opportunity for conveying much useful information upon educational subjects. But we will close this article with the fond hope that the future may far surpass the record already made, in the department of education, in thorough, earnest work, in elevating the standard of teachers and of teaching, in securing better and more convenient school buildings and school apparatus, in adorning and beautifying the playgrounds, and in every thing that can develop and strengthen the moral, intellectual and physical education of our children.

Respectfully submitted,

W. F. VAN TUYL,

School Commissioner.

• PENN YAN, N.Y., *November 20, 1879.*

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